DOCUMENT RESUME

ED 349 987 IR 054 166

AUTHOR	Smith, Ruth S.
TITLE	Cataloging Made Easy: How To Organize Your Congregation's Library. Revised Edition. CSLA Guide No. 5.
INSTITUTION	Church and Synagogue Library Association, Portland, OR.
REPORT NO	ISBN-0-915324-25-3
PUB DATE	87
NOTE	44p.; For a related document, see ED 316 252.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Card Catalogs; *Cataloging; *Church Programs; Church Workers; Classification; *Filing; Glossaries; Library Automation; Library Materials; Publicity; Special Libraries; Supplies; Volunteers
IDENTIFIERS	*Church Libraries; *Synagogue Libraries

ABSTRACT

Creating a catalog for the synagogue or church library is described as a vital ministry, one that leads workers and parishioners to available resources for information and inspiration. Arguing that cataloging is not too difficult or complicated for untrained professionals and volunteer librarians, this guide sets forth basic procedures for: (1) sorting the collection; (2) arranging material according to Dewey Decimal, Library of Congress, or other classification scheme; (3) establishing guidelines for cataloging; (4) obtaining supplies; (5) recording bibliographic information; (6) step-by-step processing, from marking the book for ownership to assigning a call number to shelving the book and filing the catalog cards; (7) using shortcuts, including catalog card services and automation; and (8) ways to encourage members of the congregation to use the catalog. Appendices include a glossary of cataloging terms; a list of the Dewey Decimal Classification's 200 Class; sample catalog cards; and a list of resources. (KRN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED349987

CSLA Guide No. 5

CATALOGING MADE EASY

How to Organize Your Congregation's Library

Ruth S. Smith

120541166

A Church and Synagogue Library Association Publication

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Lorraine E. Burson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The CHURCH AND SYNAGOGUE LIBRARY ASSOCIATION was formed in 1967 to provide educational guidance in the establishment and maintenance of congregational library service.

The organization issues publications relating to this branch of librarianship, including *Church and Synagogue Libraries*, a bi-monthly bulletin containing news and informative articles for members and subscribers.

Membership in the non-profit association is open to all who are interested in church or synagogue libraries. Provision is made for membership in the name of an individual, church or synagogue, or institution. There are also affiliated, contributing, and honorary membership categories.

For a brochure with further information, and a sample copy of the official bulletin, write CSLA at Post Office Box 19357, Portland, OR 97219.

BEST COPY AVAILABLE

Cataloging Made Easy

How to Organize Your Congregation's Library

(Revised Edition)

Ruth S. Smith

CLSA Guide No. 5

New Address:

CHURCH AND SYNAGOGUE LIBRARY ASSOCIATION
P.O. Box 19357, Portland, OR 97219

ABOUT THE AUTHOR

Ruth S. Smith is a founder of the Church Library Council (Washington, DC area) and first president of the Church and Synagogue Library Association. A founder and first librarian of the library at the Bethesda (MD) United Methodist Church, she has long been associated with the library as a member of the library committee. For many years she served as publications chairman of CSLA and has been honored with a life membership in the association. She is co-author of *Promotion Planning*, CSLA Guide no. 2, and author of *Workshop Planning*, CLSA Guide no. 3, and others. She was the author of the first edition of this book, as well as *Getting the Books Off the Shelves* and *Running a Library*.

Library of Congress Cataloging in Publication Data

Smith, Ruth S.
Cataloging made easy.

(CSLA guide: No. 5)
(Bibliography: p.)
1. Libraries, Church. 2. Synagogue Libraries. 3. Cataloging – Libraries, Church. I. Title. II. Series.

Z693.S55 1987 025.3 86-30974
ISBN 0-915324-25-3

ISBN 0-915324-25-3

©Copyright 1987, Church and Synagogue Library Association

Printed in the United States of America

CONTENTS

1. AIMING TOWARD A LIBRARY MINISTRY 5
- Preparing to be of Service
- Getting to Know the People
- Dedicating Yourself to the Task

2. SORTING THE COLLECTION 6
- Screening Materials
- Judging Permanence

3. ARRANGING MATERIAL FOR USE 7
- Reader-interest Scheme
- Dewey Decimal Classification
- Library of Congress Scheme
- Weine Classification
- Determining Subject

4. ESTABLISHING GUIDELINES FOR CATALOGING 10
- Setting Goals and Defining Limits
- Selecting a Cataloger
- Documenting the Procedures

5. OBTAINING SUPPLIES 13
- Library Supply Dealers
- Denominational Library Services
- Retail Stores
- Cooperative Arrangements
- Estimating Needs

6. RECORDING BIBLIOGRAPHIC INFORMATION 15
- Main Entry
- Added Entries
- Analytics
- Cross References

7. PROCESSING STEP BY STEP 18
- Step 1: Establish Ownership
- Step 2: Draft the Bibliographic Record
- Step 3: Choose the Classification
- Step 4: Assign a Call Number
- Step 5: Determine Added Entries
- Step 6: Type the Cards
- Step 7: Prepare the Book Card and Pocket
- Step 8: Prepare the Book for the Shelf
- Step 9: Shelve the book
- Step 10: File the Cards

8. USING SHORTCUTS 25
- Reference Aids
- Cataloging in Publication
- Catalog Card Services
- Automation

9. ENCOURAGING USE OF THE CATALOG 28
- Announce its Availability
- Label Everything
- Provide Instruction
- Teach Use of the Catalog
- Be Enthusiastic

APPENDIXES 31
- A. Cataloging Terms
- B. Dewey 200 Class
- C. Sample Cards
- D. Resources

INDEX 38

PREFACE

When I was in library school, my cataloging teacher often returned our catalog card assignments with mistakes circled in red – a missing comma here or an improper spacing there. I despaired of ever getting it "right". Later, as a working reference librarian, I found that the format of the card was of little interest as long as the cataloger had been consistent. The information itself was the important thing. Further, a catalog that included popular subject terms (perhaps as cross references) was infinitely more helpful, because that was the way the patrons asked for material.

In the mid 1950s, when we gathered books from around the church to form a library at the Bethesda United Methodist Church (Bethesda, Maryland), another librarian, Frances Fox Swim, and I set up the cataloging procedures. We chose simplified cataloging rules based on standard library practices. The procedures had to be easy for volunteer helpers to follow, and the catalog had to be easy for the congregation to use. Since I did most of the cataloging in those early years, I discovered that cataloging could be fun.

In this guide I have tried to dispel the mystique that surrounds cataloging: that it is difficult and too complicated for an untrained professional to do "right". I also have tried to inspire the volunteer librarian to visualize catalog-building as a mission, a means of leading workers and parishioners to available resources which will satisfy their need for information and inspiration.

Cataloging Made Easy originally was published by The Seabury Press in 1978. This revised edition retains much of the original material about cataloging books, with updated examples, and incorporates the basic procedures from *Cataloging Books Step By Step*. A chapter on Shortcuts for Cataloging, which includes automated procedures, has been added. The material about cataloging non-book materials will appear in another guide.

I am grateful to all the friends and colleagues who, knowingly or not, have contributed to this book.

Ruth S. Smith

1. AIMING TOWARD A LIBRARY MINISTRY

"I need a book . . . I haven't much time."

Slightly breathless, a young Sunday School teacher on her way to a class of pre-schoolers continued, "It's red . . . about this big . . . on wearing warm clothing in winter. Can you find it?"

The librarian came to attention. "Don't you remember the name of it, or the author? Is it a children's book?"

"It's a children's book," the teacher gushed, "and I only remember that I have used it once before. It's a book with a lot of pictures and not much text."

"Let's look," the librarian said, springing into action. "Most of the picture books are on those shelves. You look there while I check the card catalog."

PREPARING TO BE OF SERVICE

Ministry means reaching out to people and helping them. In a library or resource center this is done in many ways. One of these ways is guiding and directing people to the resources that can answer their needs.

The library catalog is an important tool. It is the only index to your collection of resources. It tells where on the shelf specific material is located. Develop a catalog which helps the library staff be of service in finding just the right materials. Prepare it with the users needs in mind. Make it truly a roadmap to the resources – a simple, complete, easy to use guide for the users (as well as the library staff). The best way to start is to become thoroughly familiar with the people and programs you hope to serve.

GETTING TO KNOW THE PEOPLE

Seek to discover what makes your congregation special. What are the abilities and interests of the people you hope to serve? Find out what makes them tick. Talk with individuals about their work areas, study programs or spiritual life. Look through back issues of the newsletter and the worship bulletin. Scan the book cards to see what books have circulated and to whom. Listen to the sermons. Talk with the minister about future topics, special emphases, and concerns of the congregation. Review regularly the official calendar of events. Talk with the leaders. Mingle and talk with people at the coffee hours and other events. Listen to the language they use. How do they ask questions when they come into the library?

Each congregation is unique. Although people have predictable interests at various ages in life, they have differing backgrounds, reading and comprehension abilities and program or problem needs.

Store information about the congregation, such as unique words and phrases they use. Keep a card file of these terms, for reference use in cataloging. Collect information about the subjects of books and other resources they like or need to use for current and future curriculum studies or discussions. Note the subjects in which you could use more material.

DEDICATING YOURSELF TO THE TASK

The most important element of creating a library ministry is personal commitment. Along with a sincere desire to serve others, however, is the need for training and experience. Training comes from reading, talking and learning. Experience results from doing the work.

Remember that God is your partner. Communicate with Him often. "Truly, Lord, You know I can't do this alone. I need Your help. Guide me and direct my efforts, according to Thy will. Amen."

BEST COPY AVAILABLE

2. SORTING THE COLLECTION

> When I was a child growing up in rural Detroit, one of my favorite activities in the summertime was to play store. My sister and I – sometimes with a few friends – would go out and pick wild strawberries, thistles, "pickers," and the seeds of wild grasses that grew where houses had not yet been built. We collected these carefully and put them in separate boxes so they would not become mixed together. The boxes became "coffee," "tea," "berries," and other supplies for our store.

In the real world, store commodities are sorted in much the same way, and labeled. In a grocery store, the apples and oranges are separated in bins and marked with a price. In a department store, dresses and suits are sorted by size, tagged, and placed on racks. In a library, books are sorted by subject, labeled, and given a place on the shelf with other books of the same subject.

SCREENING MATERIALS

The cataloging of books begins with the selection process. Booklists, publishers' catalogs, and curriculum guides often list books in groups, by subject.

Look over your list of needed material. Have it fresh in mind when you begin to select new books and other resources. Write down the title of a selected item, along with a word or two about who would be expected to use it and the subject area it would enrich.

If you are browsing among exhibits at a library workshop or in your favorite bookstore and buy the book on the spot, slip your note inside the cover for future reference. If you are placing an order, clip the slip to a copy of the order and keep it on file. This information will help to catalog the book when it comes in.

The policy you established for selecting materials will be your ultimate guide in screening. It is the justification for making purchases, for refusing a gift, or for taking an item out of the collection.

Purchases. When you place an order, make sure the books fit your selection policy. Then, when it comes in, make sure you receive exactly what you ordered.

Gifts are likely to come in unrequested. Some probably will be relatively new (perhaps book-club selections). Others will be well-used – favorites from a deceased minister's library, books found in an attic or basement during clean-up, or children's books and records that have been outgrown (some in need of repair). Sort these carefully, according to your established selection policy. Be sure to advise donors that if the gifts cannot be used in the library they will be passed along to another library or to someone else who can use them.

JUDGING PERMANENCE

Not all books need to be cataloged. Consider whether the book has temporary or permanent value as part of the collection. Will it serve better in the pamphlet file? Does it need to be cataloged at all? For example, when multiple copies of a study book are received, you might not want to catalog all the copies. One copy might be classified and added to the collection and the other just distributed as needed. Another example is very inexpensive children's picture books. You might wish to put these in the preschool classroom with no strings attached (not cataloged or circulated as a part of the library collection).

Careful sorting will keep your collection fresh and alive.

Color-Coded Dewey Classification

Color	Dewey Classification
TAN	PHILOSOPHY (100)
BLUE	RELIGION (200)
Light Blue	Devotions, prayer, worship
Royal Blue	Doctrines, beliefs, creeds
Navy Blue	Bibles, commentaries, studies
RED	SOCIAL SCIENCES (300) (religious education may be included with education)
PINK	LANGUAGE (400)
PURPLE	SCIENCE (500) (include issues of science and religion)
ORANGE	TECHNOLOGY (600)
YELLOW	FINE ARTS (700) (include hymns and church music)
GREEN	LITERATURE (include religious classics)
BROWN	HISTORY (900) (include Church history)
BLACK	GENERAL (000) (include religious bibliographies and periodicals)

Mark books by using strips of colored tape across the spine.

Mark catalog cards with felt-tip pen of matching color across top of card or purchase color-banded cards.

(See page 29 for an explaination of the above color-coded classification system.)

3. ARRANGING MATERIAL FOR USE

A heartwarming story about Abdul Kassem Ismael, the scholarly grand-vizier of Persia in the 10th century, and his library of 117,000 volumes has been traced back to *Isaac Asimov's Book of Facts* (Grosset & Dunlop, 1979). On his many travels as a warrior and statesman, the grand-vizier carried along his beloved books. Since the 400 camels who carried the books were trained to walk in alphabetical order, the camel-driver librarians could put their hands on any book their master asked for. Arrangement was the important key.

When a library has only a few books, you easily can look through the entire collection in a very short time and find what you want. However, as the library grows (and grow it does), an organized arrangement is vital to the use of the library.

Two basic decisions are made about a book when it is added to the collection: (a) what the book is about and (b) where you will shelve it in relation to other books in the collection. Whatever subject arrangement, these two decisions must be made. The process is called classification. The plan for arranging subjects on the shelf is called the classification scheme.

READER-INTEREST SCHEME

To attract customers, bookstores display books under reader-interest topics such as SPORTS, MYSTERIES, RELIGION, HOBBIES, etc. Like the bookstore customer, a library patron generally will respond to an arrangement that allows him to browse in his area of interest. Erwin E. John described a reader-interest scheme used at the Mount Olivet Lutheran Church Library in Minneapolis:

> "For children, religious books are supplemented with many other wholesome books that are not of a strictly religious nature.
>
> "For adults, the collection is generally restricted to books which relate directly to the Christian's vocation. But this may include (1) fiction which has religious significance; (2) literature, poetry, and drama which pertain to Christian values; (3) books of inspiration; (4) Christian biography, (5) devotional books, (6) works on worship, music and art; (7) books on the church in general, denominations and organizations; (8) books on theology and doctrine; (9) books about missions, both at home and abroad; (10) the Bible and books about it, including commentaries; (11) books dealing with morals and ethics, both individual and social; (12) books in the field of psychology and education, including teachers' helps (13) books dealing with personal problems and social welfare, such as alcoholism, mental health, and delinquency; (14) books on religious history, philosophy, and world religions and (15) travel and geography books, including atlases." These categories make up the classification scheme. Books are arranged alphabetically by author under each main category.

If a small library is expected to grow beyond about 1,000 books, it is well to consider – in advance – how the arrangement will expand. A well organized, pre-designed plan allows future expansion to develop in a natural and easy manner.

> A church in Connecticut started by using a simplified subject scheme recommended in one of the church library manuals. By the time their collection reached 2,000 volumes, they decided it was inadequate. They began to recatalog the entire collection using Dewey.

DEWEY DECIMAL CLASSIFICATION

A scheme which combines the reader-interest concept with a logical subject order is the Dewey Decimal Classification. It places like material together and related subjects nearby. Material can be added and interfiled without disturbing the overall arrangement. It can be used in a simple form and expanded at a later date, as the need arises. The Dewey scheme is used in most school and public libraries. Therefore, it is familair to people in general. This makes them feel at home with it in the church or synagogue library.

Ten basic categories. In its simplest form, the Dewey Classification has ten basic categories, each assigned a number, as follows:

> 000 – GENERAL WORKS is for books that do not fall into any specific subject category because they include information on many topics. Shelve here the general encyclopedias, atlases, almanacs, etc.
>
> 100 – PHILOSOPHY AND PSYCHOLOGY includes metaphysical theories, branches of psychology and pseudo psychology, and philosophical theories. Shelve here your books on existentialism, the nature of being, healing of persons, mental illness, occult sciences, child study, adolescence, aging, retirement, personality, idealism and hope for man.

200 – RELIGION includes theology, the Bible, doctrinal and devotional literature, pastoral and parochial concerns, the church, church history, denominations and sects, and non-Christian religions. This will be the largest class in a church or synagogue library.

300 – SOCIAL SCIENCE includes political science, economics, law, social welfare, education, public services, and customs and folklore. Shelve here your books on church and state, refugees, politics, labor conditions, conservation of natural resources, canon law, social security, correctional institutions, teaching (religious education may be included here), transportation, etiquette, and women.

400 – PHILOLOGY (LANGUAGE) includes texts and collections about language. Shelve here your Webster's dictionary, books of synonyms and antonyms, and texts for learning English (or Spanish or French, etc.).

500 – PURE SCIENCE includes mathematics, astronomy and allied sciences, physics, earth sciences, anthropology, biology, botany, and zoology. Shelve here the books on the solar system, dinosaurs, evolution of man, plants, seeds, trees, animals, and birds.

600 – APPLIED SCIENCE (TECHNOLOGY) includes medical science, engineering, agriculture, home economics, and chemical technology. Shelve here books on hygiene, railroads, flight, farms, forestry, domestic animals, food, child care, and home nursing.

700 – FINE ARTS AND RECREATION includes architecture, sculpture, drawing and decorative arts, painting, photography, music, and recreation. Shelve here books on ecclesiastical buildings, residential dwellings, ceramic arts, handicraft, stained glass, religious paintings, sacred music and hymns, holidays, hobbies, games, and sports.

800 – LITERATURE includes poetry, drama, essays, satire, and humor of various countries. Shelve here the collections of church plays, poetry, and cartoons.

900 – HISTORY, GEOGRAPHY, BIOGRAPHY includes the history of civilization, geography and travel, biography, and history of major geographical areas of the world. Shelve here books on description and travel, collective biography of religious leaders (except Bible characters, which will be shelved with books on the Bible) and background reading on countries in the mission studies.

Subdivisions. Each of Dewey's main classes is subdivided into ten categories. An example is the 200 – RELIGION class, which is subdivided as follows:

200 – RELIGION
- 210 – NATURAL THEOLOGY
- 220 – BIBLE
- 230 – DOCTRINAL
- 240 – DEVOTIONAL
- 250 – PASTORAL, PAROCHIAL
- 260 – CHURCH, INSTITUTIONS & WORK
- 270 – CHURCH HISTORY
- 280 – DENOMINATIONS & SECTS
- 290 – NON-CHRISTIAN RELIGIONS

Each of these is further subdivided into ten categories. For this further subdivision of the 200 – RELIGION class, see the Appendix A.

This scheme is called the Dewey *Decimal* Classification because Dewey places a decimal point after the first three numbers. After the decimal point the subdivisions no longer are in groups of ten. Further divisions are tailored to the individual needs of the subjects to be divided. The numbers after the decimal may be used, lopped off in the middle, or omitted altogether.

Groups of books, such as fiction, juvenile books, and biography are given the most general numbers or are handled outside the Dewey scheme altogether. For example:

"F" for fiction
"J" for juvenile fiction
"B" for individual biography

Sometimes adult fiction is not classed at all, but merely filed alphabetically by author on a shelf set aside for fiction. Then, in order to differentiate between the adult and juvenile collections of non-fiction, a small "j" is used before the class number of children's books. Example: j225 or jB.

LIBRARY OF CONGRESS SCHEME

When the library of Thomas Jefferson (a collection of some 6,500 books) was purchased by the Library of Congress in 1815, they began with the classification he used and developed a scheme to reclassify and recatalog the entire collection.

The LC system divides all knowledge into twenty-one classes. These classes are identified by a code composed of letters of the alphabet. Sub-classes are represented by combinations of letters. Sub-topics within classes and subclasses are indentified by numbers.

This scheme provides for minute groupings of subjects and is used today in many large, scholarly and technical libraries. Greatly simplified versions of it have been developed by individual church libraries, but there is no standard, simplified LC scheme. It was not meant to be simplified.

The unabridged LC Classification Schedule occupies approximately two feet of shelf space. The volume of subject heading which the Library of Congress developed for this scheme is larger than the unabridged dictionary.

WEINE CLASSIFICATION SCHEME

The lack of a satisfactory classification scheme for the average Jewish library led Mae Weine, a synagogue librarian, to devise a thirteen-page classification scheme for small Judaica libraries, such as one in a synagogue or school. It is based on the Dewey system, but certain areas, such as RELIGION, JEWISH EDUCATION, and HISTORY have been revised. The letter "z" has been added throughout to distinguish it from the regular Dewey system. Information on this system can be obtained from the Association of Jewish Libraries, c/o National Foundation for Jewish Culture, 122 E. 42nd Street, (Suite 1512), New York, NY 10168.

DETERMINING SUBJECT

> Before you grab your Dewey, Jacqulyn Anderson advised, take time to study the book. The primary step is to determine the subject. From then on, classification is really a mechanical process. Many persons fly by this vital first step.[2]

The first step is to determine what the book is all about. What is the subject, really? Look for the clues:

Title and sub-title. The title itself often tells you all you need to know about the subject of a book. For example: *Christian Living in the Home* by Jay E. Adams. Sometimes the sub-title is specific enough to identify the subject. Example: *The Desert Blooms; a Personal Adventure in Growing Old Gracefully* by Sarah Patton Boyle. Then, some titles just do not tell enough and more information is needed. Example: *An Uncommon Gift* by James S. Evans.

Jacket blurb. On the inside flap of the paper dust jacket on a new book, there often appears a brief description of the book. This is called the jacket blurb. It is intended to help sell the book, and in most cases, it pinpoints the subject quite well. So, read the jacket blurb (if the book has one).

Table of contents. Sometimes the titles of the chapters identify the book's contents quite well. On the contents page there quite often is additional information under each chapter heading. Look over the table of contents.

Introduction or preface. Especially if written by the author, an introduction or preface will explain the scope and limitation of the book. However, not all books contain one.

Index. A non-fiction book is likely to have an index in the back. This is an excellent clue to the content. This helps to decide the major subject covered by the book.

Special problems. If the book includes more than one major subject, which subject will determine its classification? An example is *Psychology and Christianity; the View Both Ways* by Malcolm A. Jeeves. The rule of thumb is: If one subject appears to have been treated more fully, classify the book there. If both subjects appear to have been treated equally, decide in which place the book will be most useful in your library and classify it there.

Occasionally a book with only one major subject could be classed in more than one place. An example is *Plants of the Bible*. There is a number for ANCIENT PLANTS (581.93) which comes under the hierarchy of BOTANY. There also is a number for NATURAL SCIENCE (220.85) as a topic under BIBLE. A church library probably would want such a book near similar Bible subjects, such as Children of the Bible.

Check the library's cataloging guidelines for exceptions, such as how to handle individual biography or fiction. Libraries often use 920 for collective biography and B for individual biography. Guidelines help you to be consistent.

REFERENCES

1 "A Library Serves the Whole Church" by Erwin E. John *International Journal of Religious Education*, vol. 38, October 1961, pp. 15-16.

2 "Before You Grab Your Dewey" by Jacqulyn Anderson. *Media; Library Services Journal*, vol. 2, July-August-September 1972, p. 24.

4. ESTABLISHING GUIDELINES FOR CATALOGING

> When my son was growing up, his grandmother would come to visit for a month each summer. She was much loved and her visit was anticipated with pleasure. However, she had difficulty seeing, and new locations or rearranged furniture were confusing until she became familiar with their relative locations. To help her, my husband strung a light weight rope from "her chair" to the places she needed to go. This was her "guide" line until she became confident. With a touch it told her that she was safely on the right track.

A volunteer library staff tends to be transient and often finds itself "in the dark" about established policies and procedures. Guidelines become very important. They set you on the right track and keep you going in the direction of previously established goals and objectives. That alone is reassuring.

SETTING GOALS AND DEFINING LIMITS

Guidelines for cataloging are especially important. Yet they are of no importance unless they are attached to a goal. In other words, they must lead somewhere. They also must define how far afield it is safe to stray in getting there.

What is the purpose of your catalog? The catalog is a very important tool. It is the only index to the collection. It tells where on the shelf each book is located. The catalog should be developed for readers themselves to use – a self-help roadmap to the collection. When they consult the catalog, they should be able to find a book (or other materials) by its author, title, or subject.

> "Classification and cataloging in a parish library should be accurate, simple, and useful," says Joyce L. White, past president of the Church and Synagogue Library Association. "Accurate in that the system is consistent and the work is done conscientiously. Simple, in that the system itself is not needlessly complicated by including information applicable only to large research libraries. And useful in that the classification and the cataloging that is done is directly relevant to the specific library for which it is designed to be used."[1]

Decide how you will prepare the catalog and then record your decisions. Consistency is essential.

Card catalog. A card catalog is easy to use. New additions can be interfiled and cards for books that have been taken out of the collection can easily be pulled. All this without disturbing the basic alphabetical arrangment. Each drawer of the card catalog is labeled to indicate its alphabetical sequence. Guide cards within each drawer point to locations of major headings. Therefore, a person can go almost directly to the information he seeks.

Book catalog. Like a ledger book, a book catalog provides a more "permanent" record. However, it is not as flexible. Corrections are not easy to make without damaging the entry. New additions are not interfiled, but must be tacked on at the end. An alphabetical arrangement of entries is impossible, except under the basic alphabetical letters. This, of course, assumes that the book catalog is being maintained manually – by hand.

Book catalogs are coming into their own again with the advent of computers. Cataloging information is stored in the computer and updated catalogs are printed out at regular intervals. These are easy to reproduce. Therefore multiple copies of the catalog are available, so more than one patron can use it at any one time. Corrections are easy to make because they are done within the computer. A corrected catalog is automatically arranged alphabetically by all the entry points. Can you imagine an up-to-date list of the library's holdings in the minister's office, in each church school department and in the lounge – as well as in the library itself? The possibility is not as far off as it seems. (See section on Automated Online Catalogs, p.26.)

Determine the scope. When prepared manually or automated, the important thing is what you put into the catalog. In its simplest form, the catalog is a listing by author, or author and title, to show what the library has. A "full-service" catalog contains other accessed points under which material can be found: subjects, joint authors, series, parts of books, etc.

Small libraries, generally, have greater need for entries which indentify parts of books. For example, one or two religious plays in a general collection might be the only religious plays in the library. (By including this kind of detailed entry (called an analytic) the catalog can expand the potential use of the library's resources.

> Alice F. Toomey says of the Washington Hebrew Congregation Library, Washington, DC: "The collection is being developed to provide a well-rounded resource for the adult members of the congregation in the fields of Judaism and the Jewish way of life. It includes basic source materials, such as the Torah, the Talmud, encyclopedias and Biblical concordances; Jewish history, customs, etc.; comparative religions; literature, art and biography; and the history and development of the State of Israel." It also includes subject headings in the card catalog.[2]

Broad subject labels on the shelves are helpful and specific subject terms can supplement those in the catalog – terms such as finger plays, stained glass, and circuit riders.

> The Public Library Association of the Hennipin County (MN) Public Library recommended a number of changes in the cataloging of materials to make it easier for the library patrons to use the catalog. They recommended listing materials in the way a nonlibrarian might expect to find them, and under terms currently in use in newspapers and everyday speech.[3]

Decide on the kind of service you will provide. How much information will you put into the card catalog to guide others in finding their own way? How much knowledgeable staff will be on hand to help users, or is this to be a self-service library much of the time? What do they need to find? How much information does the catalog have to supplement the shelf arrangement? The answers to these questions should influence how much depth (detail) is needed in the catalog.

SELECTING A CATALOGER

What makes a good cataloger? Three essential qualities are: attitude, expertise and faith – not necessarily in that order. In many church and synagogue libraries, the librarian also is the cataloger. So, this section is addressed to the librarian.

Adopt the proper attitude. Approach the job with the assurance that you can't *really* make a mistake. All classification is a matter of judgment. If the first place you decide to locate an item turns out not to be useful, the classification can be changed. As long as the material can be located, your judgment is correct. Try to be consistent. This will tend to keep like materials together. If you find that additional entries are needed in the catalog, these easily can be added at any time. Good judgment in these matters grows with experience.

Basic requirements. As a cataloger, have a firm grounding in the faith. This is essential. A person needs to have an understanding of what it means to be a Christian (or a Jew) to catalog materials for others with these same beliefs. As a member of the congregation, you will become familiar with the programs and interests of this unique community. You will learn how to communicate – to relay information – in the language of the community.

Acquire expertise. Get the most out of your cataloging by being well prepared for it. Take time to become familiar with standard library procedures for doing the job right. Then, be consistent so others can follow what you have done.

One person should be responsible for the cataloging – to make sure that it is done according to the established policies and procedures. A person with a little enthusiasm, a background in the subject field, and a willingness to learn usually can pick up enough expertise to do an acceptable job, alone or with a team of helpers.

When Burke Avenue Chapel in Seattle established its library in 1962, Mrs. Edith Dietz, librarian, managed with a staff of three, a church library manual, a Sears subject heading list and Dewey Decimal book. She tells the story as follows:

> "While the shelves were being built, and the library being put into readiness, the books were pouring in. They were donated by friends and members of Burke Avenue Chapel and waiting to be processed. As I had no training or experience as a librarian I had much to learn . . . With the help of Miss Marilyn Heiliger, our Christian Education Director, and a group of students from Seattle Pacific College, we set to work on 400 books and pamphlets, classifying, putting in book pockets, date slips, marking, typing catalog cards, and in every way, getting the books ready and on the shelf by Opening Night." Hers was the thrill of charging out the first book to be circulated.[4]

Dividing the work. Establish a work scheudle. Check all work – including your own – before cards are filed or books are shelved. Accuracy is important. Consistency is essential.

If more than one person is to help with the cataloging, divide the responsibilities. (See Step by Step Processing.)

Some people prefer to work when the library is closed, so that these processes can be done without interruption. However, this is not always possible. Therefore, in order to accommodate irregular schedules (and take advantage of the time that people are available to work), set up a work cabinet. Label the shelves to indicate each step in the processing cycle. As one process is completed, place the material on the next shelf. Each worker will know immediately what needs to be done next: accessioning, classifying, labeling, etc. Some librarians assign specific workers to the various jobs. Each is assigned a shelf of work to be done.

> The library committee of the First Lutheran Church, Ellicott City, Maryland, sets aside one morning each week for accessioning, cataloging and planning.[5]

Library Aides, a group of high-school girls, help with the processing of books at Christ Episcopal Church, Oil City, Pennsylvania. The president of the Library Aides describes their participation as follows:

> At each meeting a program is presented. We have seen films about storytelling, libraries and librarianship. We have previewed filmstrips which we might use in the summer story hours. We give our own short book reviews. We discuss how to work in a library. Then there is a work session, followed by business and refreshments. In the work session,

> we add material to the pamphlet file, label subject headings on folders, file catalog cards, make posters, prepare bulletin boards, shelve returned books, and keep the circulation up to date.[6]

Opportunities to learn. Enthusiasm and knowledge of the faith are important, but they alone will not prepare you for the job. A grounding in the basics of cataloging is essential. The following are a few of the opportunities to learn standard, simplified library cataloging practices:

• Obtain one of the general manuals for operating a church or synagogue library. These are helpful. (See Appendix C.) Most of them give an overview of recommended procedures. When you need a fuller explanation to solve a specific problem, seek out someone with more experience than yourself.

• Visit other libraries. Talk with librarians. Exchange ideas. Since public libraries generally use the Dewey Decimal Classificaiton scheme and maintain collections of religious books, public librarians can be especially helpful. Groups and associations, such as the Church Library Council in the Greater Washington, DC area and the Church and Synagogue Library Association (with its local chapters) provide opportunities for fellowship relationships to ripen into reliable advisory sources.

• Attend library conferences and workshops. Councils of churches, bookstores, and public libraries often sponsor church library workshops. The Sunday School Board of the Southern Baptist Convention (Church Library Department, 127 Ninth Avenue North, Nashville, TN 37234) and the United Methodist Church (Church Library Service, 201 Eighth Avenue South, Nashville, TN 37203) offer week-long library training sessions each year. The Church and Synagogue Library Association (Box 1130, Bryn Mawr, PA 19010) holds an annual conference (in a different city each year), publishes guides, and will respond to specific questions through personal correspondence.

• Take courses at school. Community colleges often offer general library courses that are quite suitable. Certain colleges and universities are beginning to offer correspondence courses in congregational librarianship. One such is the University of Utah (Salt Lake City, UT 84112).

With the turnover of a volunteer staff, there generally is a need for training – and retraining. The Hawthorne (NJ) Gospel Church library solved this problem as follows:

> "For training, the recruit is paired with a committee member or another experienced staff member. By observing, assisting, and generally assuming responsibilities, she gains expertise and confidence until both on the team decide it is time to go it alone . . . Staff and group meetings, individual tutoring, and journals provide in-service training." Each volunteer is given the Library Handbook, which describes in detail the procedures followed in the library.[7]

DOCUMENTING THE PROCEDURES

A builder needs a blueprint. When I sew, I rely on a pattern and a list of instructions to guide me. Those who are expected to help with the cataloging process should have written procedures to follow.

> "The goal of every librarian is to get the material out on the shelves as soon as possible, for there they will be available for use," says Maryann J. Dotts. Hasty processing of materials often causes more problems than you wish to encounter. Take the time to follow your system of processing for all materials added to the library.[8]

Record your policy decisions. Think through the entire process first. Then decide what is best. Record each step in enough detail so someone else can follow it. Even the rough draft will serve as a procedures manual.

Initially, your procedures may not be perfect. Expect some changes to be made as time goes by. However, for consistency, do not make a change unless it is clearly indicated after searching inspection. Then, be sure to record the change in your manual of instructions.

Provide directions for users. Remember the users of the catalog as well. Consider directional cards in the catalog, signs posted nearby, or a leaflet of instructions introducing users to the library's content and arrangement.

Keep statistics. Count what you catalog. Designate a specific step along the way at which the count will be taken. This helps to insure accuracy. Some libraries merely count the work cards after the cataloging is completed.

Keep a running total of the number of items in the collection. Subtract items when they are withdrawn.

Statistics are very useful when you need to compile a report for the administrative board or other group of the congregation.

REFERENCES

[1] "Classification and Cataloging in a Parish Library" by Joyce L. White. *Catholic Library World*, vol. 48, May-June 1977, pp. 428-30.

[2] "Washington Hebrew Congregation, Washington, D.C." by Alice F. Toomey. *Church and Synagogue Libraries*, vol. 3, January 1970, pp. 11-12.

[3] "Public Library Association Backs Major Cataloging Changes," *Library Hotline*, vol. 14, January 21, 1985, p. 1.

[4] Letter to Cowman Publishing Company, Los Angeles, dated February 4, 1964.

[5] "The Library First Lutheran Church, Elliott City, Maryland" by Mrs. Herbert M. Payne. *Church and Synagogue Libraries*, vol. 3, May 1970, p. 7.

[6] "Reading is What is Happening" by Sabrina Porter. *Church and Synagogue Libraries*, vol. 3, July 1970, pp. 9-11.

[7] "Open Every Day, Church Library Multiplies its Metropolitan Ministry" by Charlotte Allen. *Church and Synagogue Libraries*, vol. 10, July-August 1977, pp. 1, 7.

[8] Dotts, Mayann J., *The Church Resource Library; How to Start It and Make It Grow*. Nashville, TN: Abingdon Press, 1976, p. 17.

5. OBTAINING SUPPLIES

"I've ordered some supplies," our education secretary greeted me as I walked in the door. Just the week before, books had been gathered from around the church to form the beginnings of a library.

"What did you order?" I asked in surprise.

"Oh, some cards and things," she replied and handed me a list.

"Frances told me what to order," she added, in response to my unspoken question. Frances was another librarian designated to help. I was pleased and relieved.

Not everyone has the advice of a professional librarian when ordering cataloging supplies. Not every library will have exactly the same requirements. Quantities will depend largely on how many items you expect to catalog. The type of supplies you order will depend on the variety of media formats to be processed. Public and school librarians, because they are used to handling these materials and ordering supplies, can be a helpful source of advice.

LIBRARY SUPPLY DEALERS

Begin by writing for catalogs from library supply dealers, such as:

Bro-Dart Books
Eastern Division
1609 Memorial Avenue
Williamsport, PA 17705

Bro-Dart Books
Western Division
12555 East Don Julian Rd.
City of Industry, CA 91749

Demco Inc.
Box 7488
Madison, WI 53707

Gaylord Brothers, Inc.
Box 4901
Syracuse, NY 13221-4901

The Highsmith Co., Inc.
W 5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538

University Products, Inc.
P.O. Box 101
South Canal Street
Holyoke, MA 01041

Denominational supply centers frequently have basic cataloging materials available, along with other helps for running a library.

ESTIMATING REQUIREMENTS

As an aid in deciding which supplies to buy, make out a shopping list – like buying groceries. Consider the job to be done, how much time you have to do it, and what materials you already have on hand. What do you need to get?

Projecting annual needs. Look back over the previous years' statistics. How many volumes were added each year? Statistics of previous years will help you estimate the number of gifts you are likely to receive, how many of the needed resources you probably can afford to purchase, and how much time you have to catalog and prepare materials for use. Example:

	Past Year	Coming Year
Books		
Gifts	27	30
Purchases	360	400
Total	387	430
Periodicals	4	5
Other Media Materials		
Filmstrips	10	10
Cassettes	17	25
Games	2	5
Kits	3	5
Other	0	5
Total	38	50
Total Resources	429	485

Figure five catalog cards per book, for the card catalog and the shelf list – one book card, pocket, and label for each book. The other media items will need catalog cards and labels, too. Remember the paste (for the pockets). Are you well equipped to letter the labels? Add other items that will make the job easier or more complete: date slips, bookplates, jacket covers, etc. Do not purchase more than you reasonably can handle, unless you knowingly take advantage of the cheaper costs for quantity purchases.

A typical first purchase might include:

Library name stamp
Catalog cards
Book cards
Book pockets
Date slips (unless the pocket serves as a date slip)
Paste
Date stamp and pad
Labels
Pen and ink
Jacket covers (optional)
Guide cards (for the catalog)
Card-catalog cabinet

RETAIL STORES

Some of the materials used in cataloging are standard office supplies. This includes items such as the date stamp, ink pad, and manila folders. These usually can be purchased locally. The specialized library supplies, such as catalog cards, accession sheets, and book pockets seldom are carried by retail stores. However, there is an exception: The Library Store, Ltd. (7649 Old Georgetown Road, Bethesda, MD 20814) is a retail store where customers can walk in and make a selection of commonly used supplies and selected furnishings.

COOPERATIVE ARRANGEMENTS

Cordial relationships with other librarians can pay off. At one time our church library was mending books to be sent to migrant workers on the eastern shore of Maryland. We ran out of repair materials. The public library loaned us enough to finish the job. As soon as our order came in, the materials were replaced.

Cooperative arrangements can help you take advantage of reducing prices for quantity sales. Investigate the possibility of pooling your orders with nearby libraries. The Church Library Council (in the greater Washington, DC area) ordered quantities of clear plastic Contac paper, in rolls, to cover paperback books. They arranged a mine-workshop to demonstrate the technique and allowed member libraries to buy the materials – at cost – until the supply was exhausted.

ESTIMATED NEEDS

What supplies do you already have on hand to catalog the anticipated resource materials? Allow a certain amount for inadvertent processing errors. Errors:

Supplies Needed	Cost	On Hand	Purchase
2400 Catalog cards	$	600	1000
430 book cards	$	30	500
430 book pockets	$	100	500
430 book labels	$	300	1000
10 cassette labels	$	½ roll	none
25 cassette labels	$	none	1 roll
25 cassette-box labels	$	none	1 roll
15 general AV labels	$	¾ roll	none
5 periodical check-in	$	490	none

A careful projection of your shopping needs for the coming year will help in preparing a budget. It also will help to get the best buy in supplies without overloading the closet.

6. RECORDING BIBLIOGRAPHIC INFORMATION

A description of a book or other material in the library is called a bibliographic record. In simplified cataloging, the basic bibliographic record consists of:

Author
Title
Publisher

Other information may be added:

Call number (to identify location on shelf)
Illustrator, editor, or translator
Notes (age group, contents, series, etc.)
Format (multi-media format and perhaps equipment needed to use it)

Most basic cataloging information is found on the title page. This is the page near the front of a book that identifies the author, title, and publisher. The title page is the authority for cataloging information.

MAIN ENTRY

Begin with a work card or an input sheet. This is a rough draft of information needed for typing cards or keying information into an automated system.

Author

If a person authored the book, copy his/her name from the title page, last name first. Omit titles such as "Dr." and "Mrs." or "Rev." If there is more than one author, use the name of the first one as the main entry and record it on the first line. (The names of all the authors will be identified later.)

> Betty Lou Hammargren, a former President of CSLA, says that names of saints, popes and nuns can be a problem. She cites an example: *The Story of a Soul; Autobiography* by St. Therese of Lisieux, translated by Clark (Westminster, MD, Christian Classics, 1975). Should the main entry (the author card) be under her family, Martin? Or, should Clark, the translator, be shown as the author? In practice, saints are entered as follows: Therese of Lisieux, Saint. The entry for pope would be: John XXIII, Pope, The entry for a nun would be the family name: Jones, Mary Ellen, Sister.[1]

Names that begin with a prefix, such as "de" or "la," usually are entered under the prefix, as follows: Ten Boom, Corrie. See Sample Cards for other main entries, such as sacred books, institutions as author, and government publications.

Title

Copy the title from the title page. Capitalize the first word of the title and proper names only.

Sub-titles may be used or not. Use the sub-title if it will provide useful information for a potential reader. Place a semi-colon after the title (unless the title ends with a question or exclamation mark) and add the sub-title. End with a period.

A title printed on the cover or the dust jacket might be different from the title on the title page. Ask yourself: Will someone be apt to ask for this book by that title: If so, copy it mid-way down on the work sheet to be picked up as a note, as follows: "Cover title: Good news for modern man."

A popular title (a way of referring to the book that is not really its title) also may be picked up as a note, as follows: "Popular title: Modern version of the Bible."

Joint author, editor, etc.

If a book has more than one author, only the first one is used as the main entry, as noted above. However to identify all the authors, copy their names directly after title, even though this repeats the one name written on the first line as main entry. Example: ". . ., by Maud and Miska Petersham."

If a book has a translator, editor, compiler, illustrator, etc., enter these next. Examples:

Trans. by . . .
Ed. by . . .
Comp. by . . .
Illus. by . . .

Edition

Copy the revision or edition number next, if it appears on the title page. One assumes that a book is an original edition unless the title page clearly states that it is revised.

Minor changes or corrections sometimes are made when a book is reprinted. This alone does not make it a revised edition. A paperback edition, for example, might be a reprint of the original book with a different publisher's name (and possible date). This can be treated as an added copy by adding a note on the catalog card, as follows: "Paperback edition published by Bantam, 1984."

When the title page indicates that the book is a "Revised Edition," the book will be cataloged as a new title. It will have its own unique call number, its own set of catalog cards, or its own entry in an automated system. (See Open Entry below.)

Imprint

The next item of information is the imprint: the publisher and date of publication. Write the publisher's name in brief. Example: "Revell" for "The Fleming H. Revell Company." After a comma, copy the date of publication. Example: "Revell, c1976."

For the date of publication use the copyright date, rather than a date from the title page. The copyright date is usually printed on the back of the title page. If the book has more than one copyright date, use the most recent one. If there is no copyright date at all, use any other date for the book that you can find. Examples:

c1985	(copyright date)
1985	(title page date)
n.d.	(no date found)

Translate Roman numerals into Arabic numerals. Look up the meaning of the Roman numerals in the appendix of an unabridged dictionary or call the reference desk of your local public library for help.

Open Entry

Frequently, revisions are issued in numbered editions and the title stays the same. These may be cataloged as an "open entry." Leave a blank space for the date of publication. Add a note lower on the card to show what the library has. Example:

Library has
9th ed. 1982
10th ed. 1985

This holdings information is added to the main entry card only. A directional note may be added to the other cards in the set. Example: "See main entry card for library holdings."

The accession number for each volume held will be identified on the shelf-list card. Example:

#1865	9th ed. 1982
#2345	10th ed. 1985

The book label and the call number (recorded on the catalog card, in the book and on the book card and pocket) will reflect the date of the edition. Example:

016	016
Aud	Aud
1982	1985

Volumes

Sometimes a book will be published in more than one volume. It still requires only one bibliographic record (one set of catalog cards). After the above information, record the total number of volumes (if more than one). Example: "3v". Be sure the accession number for each volume is on the work card. This will be copied onto the shelf-list card when it is typed. Example:

#1135	v.1
#1136	v.2
#1137	v.3

The volume number will be added to the call number, as follows:

226	226	226
And	And	And
v.1	v.2	v.3

Notes

Explanatory notes quite often are very useful. These include contents, summary, age group, series, formerly published as, cover title, and other information. (See Sample Cards for examples of notes.)

ADDED ENTRIES

In either a card catalog or an automated file, the basic bibliographic record is filed by what appears first. You may wish to be able to find this record by looking it up under other items of information, such as title, joint author, series, or subject. If so, create "added entry" cards or program your automated system to search the basic record for these elements.

Subject entries

How you choose subject headings is important in making the catalog a useful tool. Each individual book can be shelved in only one place. However, it can be located in many places in the catalog. First, write on the work card the subject that describes the book's primary classification. This part is the easiest. In many cases, that is the only subject card you will make. Example: JESUS CHRIST – CHILDHOOD.

Other subject cards will identify and make accessible additional subject information in the book. Example: PARENT AND CHILD (and) FAMILY RECREATION. They also can present a subject in an alternative way to increase the chances that it will be located by a reader. Example: FAMILY LIFE – FICTION (and) SCHOOL STORIES.

Authority file. Keep a record of the subject headings you use in the catalog. This is called an authority file. It will help you to be consistent in using the same word or words for a subject. Example: SENIOR CITIZENS instead of OLD AGE.

Another way to keep track of subject headings used is to place a pencil check before the subject heading in a printed list, such as *Sears List of Subject Headings* (Bronx, NY, H. W. Wilson Co., 13th ed., 1986) or Dorothy Kersten's *Subject Headings for Church or Synagogue Libraries* (Bryn Mawr, PA, Church and Synagogue Library Association, 1984). Collect available subject lists to help you in developing a list of your own.

Familiar use topics. Subject headings are designed to bring people and books together. We find it frustrating to search for a specific or new subject and not find it. Existing subject-heading lists often fall short. There is a need for current, relevant and familiar subject terms as well as the standard ones. Most libraries find they need to change some headings to keep pace with the timely needs of users.

> Dorothy Kanwischer says: "It behooves catalogers to scrap a tunnel vision and barnacle-encrusted approach to subject headings and plunge into the right-now world of communes, streakers, and political shenanigans."[2]

Keep that which is good in the old established subject-heading lists and add that which is good in the new. Be guided by what your own library users will be searching for. Try to provide access to it.

ANALYTICS

Analytics are added entries, too, but they are added entries with a difference. They identify parts of books, something on specific pages within a book. It might be a play, a short story, a prayer, or poem in a collection – identified by title or author or topic. It might be a subject – perhaps a simple, concise summary on a topic of interest that would be lost if not indexed separately.

Be on the lookout for parts of a book that would be of specific interest, such as a chapter on Zen Buddhism, a ceremony for the installation of officers, or instructions on how to make a creche.

> Juanita Carpenter says: "The use of analytic cards in your catalog will make for a handy source of ready reference information and will result in a more complete use of your library resources." She says, "A short account on a topic is often more desirable for a church school teacher or student than an entire book on the subject . . . For example, you may have noticed an excellent description of Solomon's temple in a Bible history, or you found the 'Pillars of Islam,' the duties underlying Muslim worship, in a book on world religions. The sort of subject analytics you make will depend on the type of request you get in your church library."[3]

CROSS REFERENCES

Use directional cards in the card catalog (and in the authority file) – cross references to help find material.

A "see" reference refers you from nothing to something, from a place where there are no subject cards to a place where there are. EXAMPLE: PARTIES see AMUSEMENTS.

A "see also" reference refers you from something to something more, from a place where there are subject cards to another where related material is listed. Example: APOSTLES see also Names of individual apostles, i.e., MATTHEW, SAINT.

Not long ago, an adult student asked if our library had a copy of the Torah. A quick check of the catalog found no listing. Yet, I remembered that the local Hebrew Congregation had presented to us a two-volume Old Testament with both English and Hebrew texts. Most certainly that would include the Torah. We looked up the definition of the word in the *World Book Encyclopedia,* under Judaism, and found that Torah was the Hebrew word for the Pentateuch, the first five books of the Old Testament. We found it, quite naturally, with the bibles. And, we quietly added another cross-reference card to the catalog.

REFERENCES

[2] "Betty Bookworm" by Betty Lou Hammargren. *Church and Synagogue Libraries,* vol. 4, January 1971, p. 7.

[3] "Subject Heading Trauma; Making Do With First Aid" by Dorothy Kanwischer. *Wilson Library Bulletin,* vol. 49, May 1973, pp. 651-54.

[3] "Analytic Cards Improve Card Catalog" by Juanita Carpenter. *Lutheran Libraries,* vol. 13, Winter 1970, p. 5.

7. PROCESSING STEP BY STEP

We sat around in an informal circle, meeting as the working library staff. The new church season would soon begin and we wanted to be prepared. Resources were coming in for the fall teaching curriculum and already the teachers were inquiring for the materials. We were trying to get organized to make the best use of the time we had available to catalog and process the materials for use.

"After Marge makes out the work cards and checks the catalog, I can assign the classification numbers and subject headings. Who will type the cards? Yes, you can take them home to do. Marie will do the typing. Stewart, would you be willing to help out with the labeling? That would be great. What would you think of asking the Boy Scouts who are working on God and Country Awards to help with the pasting of pockets and affixing of jacket covers? Mildred, would you be willing to coordinate that with Dr. C.?"

A big job divided into enough parts soon becomes a smaller one. Although all the processing in a one-person library must be done by that one person, as helpers become available the work can be shared.

STEP 1: ESTABLISH OWNERSHIP

Open a new book properly. A new book must be opened properly the first time it is opened, so the spine will not crack:

- Hold the book upright, with the spine on a flat surface.
- Open both covers, holding the pages together in the upright position. Press your fingers along the inside fold, between the covers and the rest of the book.
- Take a small section of pages from each side and open them against the covers. Press your fingers along the inside fold.
- Repeat the above until you reach the center of the book.
- Go through the book page by page. Look for misprints or missing pages. (Return faulty copies for replacement.) Cut any uncut pages with a letter opener.

Stamp library name. The ownership stamp – library's name and location (city and state) – helps the book find its way home should it get lost.

- Stamp name on title page, near center bottom.
- (Optional) Stamp name on page 21. (Each library has its own "secret" page.)
- (Optional) Stamp name along the edges of pages when book is closed.
- Be consistent in stamping each book.

Accession. The accession record is a listing of the books and other materials in the order of their receipt. It is basically a business record. It provides a permanent listing of all additions (gifts as well as purchases). It indicates when they were added, the source, value in dollars, and when they were withdrawn from the collection.

The accession process assigns a unique property number (the accession number) to each addition. This number is never used for another book. If a book is lost and a replacement copy is obtained, the replacement copy is assigned its own accession number when it is received. Therefore, the accession number for each book is unique and can be used as a substitute for a copy number.

The accession book's loose-leaf sheets are printed with numbers from 01 through 99, with 00 at the end. Record each volume on a separate line. This assigns the number on that line to that book. After you have entered 99 books, add a number 1 before the 00 at the end of the page. Type or write the number 1 before all the numbers on the next set of sheets that go from 01 to 99. Next, add 2 for 200, and so on.

To add a book:

- In the accession book, enter the current date at the left of the next number to be assigned.
- Assign the number by writing in the name of the author (last name generally is enough), title (sub-titles are not necessary), publisher (short form of name or abbreviation), year of publication, and cost (or estimated value of gift). Under remarks note the fund name or number, or the donor's name.

In the book itself, write the accession number, in ink, on the right-hand page following the title page. (Individual library practices vary. Some libraries prefer to record all the information about a book on the title page itself.) Always write it in the same place in each book.

To withdraw a book:

- Draw a line through its entry in the accession book and in the shelf list card.
- Stamp or write the word "withdrawn" and the date.

Periodical issues: Individual issues of current periodical subscriptions are not accessioned. They are recorded on a periodical check-in card. When a subscription is ordered

prepare a periodical check-in card and file it in the shelf list file. (Cards for daily, monthly, and quarterly periodicals are available from most library supply houses.)

- Locate the proper periodical check-in card in the shelf list file.
- Place a pencil check mark in the space indicated for the issue received.
- If an issue that is due does not arrive, send a "claim" notice to the subscription source. Let them know you did not get it. A replacement will be sent to you.

When periodical issues are accumulated and bound into a single volume, the volume is accessioned – either as a book or as a media series with its own set of accession numbers. Examples of media series accession numbers: P-1, P-2, P-3 or Per-1, Per-2, Per-3.

STEP 2: DRAFT THE BIBLIOGRAPHIC RECORD

Make a work card. This is a rough draft of information taken from the book itself, with additional information needed for typing the cards and getting the book ready for use. It saves time to record it in the same format to be followed in typing the cards. (See sample cards in Appendix.)

- Author: Copy the author's name from the title page, last name first. (Check *Aker's Simple Library Cataloging* or *Commonsense Cataloging* for the rules about unusual names, such as those containing "de," "la" or "von".
- Title: Add the title as it appears on the title page. Capitalize the first word only and proper names. Subtitles may be used or omitted.
- Publisher: Record the publisher's name in brief form. Example: Revell (for The Fleming H. Revell Company)
- Date: Use the most recent copyright date from the back of the title page. Example: c1986. If there is no copyright date, use another date you find on the title page or in the preface. Example: 1985. If no date is found, use n.d. (no date).
- Accession number: Midway down on the card, write the accession number assigned. (This will be needed for the shelf list record.)
- Notes: Record additional information, such as age group, series, contents, etc., to be included on the catalog cards.

Check the card catalog to see if another copy of the book has already been cataloged. If cards already are in the catalog, this will be an added copy. If not, it will be a new addition.

Added copy: If cards already are in the catalog, proceed as follows:

- Copy the call number onto the work card.
- Write the call number in the book, in the upper left of the back of the title page. (Some libraries prefer to write the call number in the upper left corner of the title page. Be consistent with the location chosen for your library.)
- Pull the shelf list card from file and insert a temporary marker in its place.
- Type the accession number on the shelf list card. (See Step 6.)
- Continue with Step 7.

New addition: If the book is not listed in the catalog, it will be a new addition. A complete set of catalog cards will be needed.

STEP 3: CHOOSE THE CLASSIFICATION

Check classification aids for suggested classification numbers.

- Cataloging in Publication: Check the back of the title page to see if Cataloging in Publication information is provided. If so, there is a series of numbers which will be at the bottom of the record. The International Standard Book Number (ISBN) is an order number used by publishers. On the line above is the Library of Congress classification number (beginning with an alphabetical letter), followed by the Dewey Decimal classification number, and then a number which is used to order printed catalog cards from the Library of Congress.
- Other aids: See chapter 3.
- Record the suggested classification numbers and subject headings on the bottom of the word card for consideration.

Study the subject content of the book. Look for clues in the following places:

- Title and sub-title.
- Jacket blurb.
- Table of contents.
- Introduction or preface.
- Summary at end of chapters.
- Book itself.

Check the card catalog under subject. Look for previously used subject terms and classification numbers. Is there a match? Write it on the word card. If no match, check the subject heading list and the classification guide being followed by your library.

Choose a classification number for the book and write it in the upper left corner of the work card.

- Use B for individual biography and 920 for collections of biography.
- Use F for adult fiction and J for juvenile fiction. (This varies with libraries.)
- Precede juvenile non-fiction numbers with j.

STEP 4: ASSIGN A CALL NUMBER

Within a subject number, there is apt to be more than one book. An author symbol is added after the classification number to give each book an alphabetical sequence on the shelf, within the subject number. The classification number and the author symbol – together – are the book's call number. This call number should be different and distinct for each book, unless it is an added copy.

The call number locates a specific book in the library, just as a street address locates a specific house in a town. There are no two houses with the exact same street and number. Likewise, there should be not two books in the library with the exact same call number (except the added copies). Duplicate copies or different volumes of the same title are like apartments within an apartment house. Each has the same call number (street address), but each also has a unique accession number, copy number or volume number (apartment number).

Select an author symbol: The classification number plus an author symbol becomes the book's call number. In simplified cataloging, the author symbol generally is the first three letters of the author's last name. Biography is the exception (see below). A large library might consider using Standard Cutter numbers for author symbols. (These tables can be purchased through the library supply catalogs.)

- **Write the author symbol,** in pencil, under the classification number on the work card. Example: Jon for a book by Jones. For biography, use the first three letters of the subject, the person about whom the biography is written. Example: Sch for a biography about Albert Schweitzer.

- **Check the shelf list** to make sure the call number thus formed has not been used before. Since the shelf list is arranged by call number, just as the books are arranged on the shelf, you can tell at a glance if the call number already is in use.

If the call number is already in use, erase the author symbol you wrote on the word card and change it just enough to make the call number unique. For example: Joe or Jos for a second or third book by Jones on the same subject. (Some libraries use the first letter of the title after the author symbol to vary a call number. Example: JohT for a book titled *Teaching* by Jones.)

If you have more than one biography of the same person, add the first letter of the author's last name after the chosen symbol. Examples: SchA for a biography of Schweitzer by Anderson and SchH for a biography of Schweitzer by Hagedorn.

- **Add volume number** to the call number if this is one of a set, or add year if an annual revision. Examples;

225	027
Abi	Wor
vol. 1	1985

- **Place a marker in the shelf list.** Write the call number selected on a temporary marker and insert in the shelf list file. When the permanent shelf list card is ready to be filed, the temporary marker will be removed. (We find that it helps to add the accession number to the temporary marker to identify the book should the temporary marker not be removed for some reason.

STEP 5: DETERMINE ADDED ENTRIES

Select subject headings under which you would like to find the book in the catalog.

- **Check subject heading list** to choose subject topics. Keep a record of the subject headings used to be consistent in using them.
- Place a pencil check before the subject heading in your authority list, such as *Sears List of Subject Headings,* or
- Keep a card file of the headings used.
- **Write the topics for the subject cards** on the work card – all in capital letters (this helps to remind the typist that they are to be typed that way.) Example: FAMILY LIFE.

Select other entries that will help to locate the book through the catalog.

- **Title and sub-title.** The title has already been written on the work card, below the main entry top line. So, to indicate on the work card that a title card needs to be typed, merely write a lower-case t on the lower half of the work card.

If a sub-title card is to be made, write a lower case t and follow it with a colon and the part of the title that is to be picked up as an added entry. Example: t: Hymn of healing.

- **Joint author, etc.** Write these out on the bottom half of the work card, just as they will appear on the added entry card – last name

first. Follow the name with a comma and an abbreviated title. Example: Doulos, Bill Lane, jt. auth.

STEP 6: TYPE THE CARDS

(or input automated record). (See the chapter on shortcuts for cataloging.)

Uniformity in the cards not only makes the catalog look better, it generates trust and confidence in the catalog.

Card set. A set of catalog cards includes a main entry card – usually the author card – a title card, and subject cards. Others may be added. The main entry card is the master card from which all the other cards are copied. Together, the cards form a set.

Tracing. The set is "tied together" by listing all added entries on the back of the main entry card. (Some libraries prefer to list added entries on the front of the card, below the cataloging entry.) This is called the tracing. It is useful when you need to pull the cards to make a correction or to withdraw the book from the collection. The tracing tells you how many cards to look for and where in the catalog's alphabetical sequence they are filed.

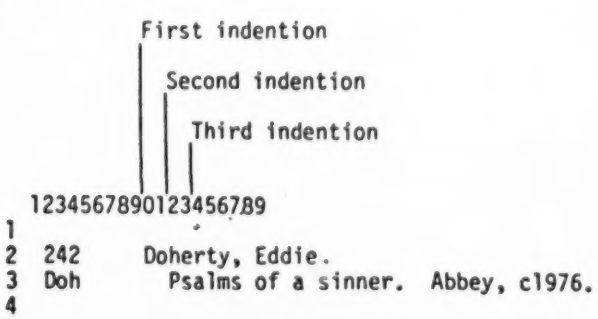
Spacing and punctuation. Standard catalog cards are 3" x 5" in size, with a hole punched at center bottom through which a rod is inserted to hold the cards in the catalog drawer. Uniform spacing on the cards makes them easier for the user to scan. It also produces a neat and organized catalog.

The main entry begins two lines down from the top of the card. This allows space for an added entry to be typed at the top of a duplicated card. The call number also begins two lines down from the top, and one space from the left edge. The author symbol goes below the class number.

Indentions are the number of typewriter spaces from the left edge for the main entry information. Although practice varies from library to library, a common measure is as follows:

First indention	9 typewriter spaces
Second indention	11 typewriter spaces
Third indention	13 typewriter spaces

Indentions



Main-entry card. The author's name begins at the first indention. Type the author's last name first, followed by a comma and his given name (or initials). Titles such as "Doctor" or "Professor" are omitted. If the author's name (or other main entry) is so long that it runs over to the next line, begin the next line at the second indention. End with a period.

When a title is used as a main entry because the book has no author, editor, compiler, or corporate author, the title begins in the author position – at the first indention. Capitalize only the first word and proper names. End with a period. All other lines that follow the title will begin at the second indention. Examples:

793	At worship: a hymnal for young
Atw	churchmen. Harper, c 1951.

The title generally begins on the line below the author (or main entry), at the second indention. All other lines that follow will begin at the first indention. Example:

B	Goudge, Elizabeth.
Gou	The joy of the snow. Coward McCann, c1974.

If the sub-title is lengthy, copy just the essential information, in the order in which it appears on the title page. Although not required, dots may be used to indicate the omissions. Example:

220.5	Bible.
Jam	The Holy Bible, containing the Old and New Testaments . . . King James version. Am. Bible Soc., n.d.

Add joint authors, translators, etc., and editions (if other than the first) directly after the title (or sub-title). Then add the imprint: publisher and date. End with a period. Two lines below this information, at the second indention, indicate the number of volumes, if more than one.

Two lines below the above, type the notes. Begin at the second indention and continue at the first indention. The individual notes follow each other and each begins at the second indention.

Added entries. All cards are exact duplicates of the main one (author card) except that each has a line added to the top to show where in the catalog it will file.

Each added entry begins one line down from the top at the second indention. If it is too long for one line, continue on the next line at the third indention and begin the main entry on the third line instead of the second.

The title card repeats the title on the top line, just as it appears below the author's name. Do not include the sub-title. Capitalize the first word and proper names only. End with a period. A long title can be shortened by inserting dots to show that some of the title has been omitted.

In some cases a title card will not be needed at all. When a biography or other book has the same title and subject, most libraries would use only the subject card. For example:

Prayers (title) PRAYERS (subject)

A subject card is a copy of the author card with the subject typed at the top line. Type the subject in all capital letters.

Type an added entry card for each item listed in the tracing. Abbreviate descriptive phrases such as editor, compiler, translator, etc. Example:

Birnbaum, Philip, ed.

Analytic cards. The dictionary says that analytic means "relating to analysis, especially separating something into component parts." Important chapters or parts of a book can be identified by analytic added entries. The information added to the top of the card might be one line (an author, a title or a subject) or it may be two lines (an author and a title). Spacing is the same as for the other added entries – begin at the second indention and continue at the third. Analytics are different from other added entries in that you always show inclusive pages at the end of the entry. Example:

NOAH'S ARK pp. 95-112

Shelf-list card. This is a card that will be filed by call number.

> "I am a great believer in a shelf list file," writes Rachel Kohl, former Chairman of the Library Services Committee of the Church and Synagogue Library Association,"not only as a means of determining where the collection needs building, but for inventory and insurance purposes." She also reports that "one librarian to whom I recommended such a file was able to interest her husband in helping her and they found it guided them in pulling together like material that had been classified in two or more places."

The shelf list is just what it says – a list of books as they appear on the shelf. The shelf list card is a duplicate of the author card, but it tells how many copies you have, when they were added and, in some cases, where you got them.

Type the accession number two lines down from the body of the card and one space from the left. Some libraries add date received, source and cost. Others merely add the date the book was cataloged. When another copy of the book is received, type the same information for the added copy on the line below the previous accession number.

Adding the score. Keep track of what you have done. Count the number of books you have cataloged. Keep a cataloging record that tells how many books were added during the year and how many are in the total collection. Statistics such as these can be a real asset. They help support future budget requests.

This is also a good time to make a list of the new additions to post in the library, announce in the home newsletter or circulate to the membership as an insert in the worship bulletin. This promotes use of the books.

STEP 7: PREPARE THE BOOK CARD AND POCKET

The book card and pocket should have matching information:

Call number: upper left, as it appears on the catalog card.

Accession number: upper right, as it appears on the shelf list card (without date).

Author: last name only, two lines below the call number. First names or initials are not needed here.

Title: directly below the author. The sub-title normally is not needed here.

Optional: Stamp the library names on the book pocket.

Example:

223 237
Ter

Terrien

The Psalms and their meaning for today

- For children's books, you might wish to add an age group, below the accession number or below the title.

Example:

j232 913
Our

6-9

Oursler

Life of Jesus

Check all typing for accuracy. Make sure the call number and the accession number, as well as other information is the same on each card and that it agrees with what is written in the book.

STEP 8: PREPARE THE BOOK FOR THE SHELF

- **Write the call number in the book,** on the back of the title page, write the call number in pencil about one inch down and one inch in from the upper left (or right) edge. (Some libraries prefer to use the page facing the back of

the title page or the title page itself. Whatever you choose, be consistent.)

• **Paste the book pocket** and date slip in the book. If the pocket is pasted on the page facing the inside of the back cover, it will not interfere with the plastic jacket cover. This also relieves the cover of that added weight and prolongs the life of the binding hinge.

- Paste the pocket near the bottom of the page.
- Paste the date slip near the top of the same page. In small books, the bottom of the date slip can be tucked inside the pocket.
- Place the book card in the pocket.

• **Label the book.** Each item to be shelved has a label on which the call number is inscribed. Then, when a book is taken off a shelf, it will be simple to get it back to its proper place. Without a symbol to identify its shelf assignment, you will find yourself "re-classifying" the book each time it is replaced. The book labels should form a neat, straight line when the books are on the shelf – not a jagged, up-and-down hop-ski-jump. This makes it easier for the searcher to read across and keeps the shelves looking neat and cared for.

- Mark the location of the label. Generally the label is placed on the book near the bottom of the spine. Place it the same distance from the bottom on each book, such as 1" or 1½" up. Make a measuring gauge by cutting a piece of cardboard that measures the distance. Stand the book upright and place the cardboard against the spine. Draw a light pencil mark on the spine. This indicates the location of the bottom of the label.

• **Very thin books and pamphlets** have little if any space on the spine for a label. Place the label on the front cover, 1" down and in from the top left corner. Since most people begin to remove a book by placing a finger at the top of the spine and tipping it forward, the label is quickly visible. Some libraries, however, prefer to place all labels the same distance from the bottom of the book – even those on the front cover.

• **Letter the call number.** Numbers and letters should be large and legible, so they can be seen when the book is on the shelf. Use a large print typewriter, if one is available. If hand lettering is done, use a permanent black ink and a firm stroke with even spacing for good visibility. Remember, neatness counts.

• **Verify accuracy** of lettering against the book card and pocket.

Optional: Tape a piece of permanent mending tape across the label (after the ink is dry) to hold it more firmly in place and protect the lettering.

• **Cover the jacket with plastic.** (This is optional, but it does make the book look attractive and it protects the binding.)

- Measure the height of the book and select a plastic cover that will fit. When in doubt, choose the larger cover, as a crowded fit will wrinkle the paper jacket.
- Slip the paper jacket into the plastic cover and fit it around the book.
- Fasten the cover to the book with permanent mending tape, or attaching tape. Avoid using cellophane tape, as it will yellow, crack and peel off in time, leaving an unsightly mark in its place. Permanent mending tape will not do this. It will remain like new throughout the life of the jacket.

STEP 9: SHELVE THE BOOK

Try not to fill each shelf full, but leave "working space" for books to be added. This saves having to shift the books often.

• **Non-fiction** is arranged numerically according to the classification number, beginning with 000, reading left to right and top to bottom within each section of shelving.

• **Individual biography** classed "B" usually comes at the end.

• **Fiction** is shelved either at the beginning or the end of the classified numbers.

• **Children's books** are shelved apart from the adult books, in the same manner as described above.

• **Reference books** and **oversize books** (so marked on the label) are placed on a shelf of their own.

- **Use dummy markers** for oversize books. Oversize books which are filed on a separate shelf (away from their normal numerical location). Prepare "dummy" markers to file in their place on the regular shelf. A good dummy marker can be made from ½" plywood, cut to standard book size and varnished. Place a strip of Mystic tape along one long edge to serve as a spine, if desired. Label the dummy with the call number of the book and add a note to "see oversize shelf." This helps people to help themselves.

STEP 10: FILE THE CARDS

How and where will the cards be filed: A card catalog cabinet made for the purpose is recommended. Label the drawers so users – library helpers as well as patrons – will know at a glance what each drawer contains. Each drawer should have a metal rod which holds the cards in place. If the drawer is dropped, the cards will remain locked in place. How the cards are filed also is important.

> "A card misfiled represents an item which is lost to the user of the card catalog," says Marilyn Hager.[2]

To minimize lost cards, file in a two-step process. One person files the cards, but leaves them above the rods so they stand a quarter-inch above the other cards. Another

person, preferably the cataloger, double-checks the accuracy of the filing, pulls out the rod, and drops the cards into place.

- **File cards in the shelf-list** file by call number – numerically and then alphabetically. The arrangement of the shelf list is the same as the arrangement of books on the shelf.

- **File cards in the catalog** in alphabetical order according to what appears on the top line. One integrated alphabetical file is recommended. It saves filing time, typing time (because a title card is not needed if it is the same as the subject card), drawer space, and the time of the user (because he consults one file instead of three).

- **Filing rules.** Consistency in filing is important. Start with a basic set of rules for all to follow. Example:

a. File all cards in one alphabetical arrangement.

Letters	(title)
LOVE	(subject)
Lovejoy	(author)

b. File word by word (nothing comes before something).

Let go and let God
Let God help you
Letter of Paul to the Galatians
Lettering: a guide for teachers
Letters to young churches

c. Ignore "a," "and," or "the" at the beginning of a line (but include it when it appears in the middle of a line). Ignore all punctuation.

CHILD STUDY
The child under six
CHILDREN
Children around the world
Children: the challenge
CHILDREN'S SONGS
A child's grace

d. File abbreviations and numbers as though spelled out.

Dr.	(doctor)
St.	(saint)
U.S.	(United States)
100	(one hundred)

e. If several cards have the same author, arrange them alphabetically according to the next line, the title.

Tabor, Gladys.
Country chronicle.

Tabor, Gladys.
Harvest of yesterdays.

f. If several cards have the same subject, arrange alphabetically according to the next line, the main entry.

PRAYERS
Barclay, Williams.

PRAYERS
Boyd, Malcolm.

PRAYERS
Holmes, Marjorie.

g. If the author and the subject are the same, file the author cards before the subject cards.

Jones, E. Stanley (author)
JONES, E. STANLEY (subject)

h. If subject and title cards are the same, file the subject cards before the title cards. (Some libraries ignore the difference between the subject and title cards and interfile them together in regular alphabetical sequence.)

RELIGIOUS EDUCATION (subject)
Trevethan . . .

Religious education (title)
Fox . . .

Guide cards. Like the thumb tabs on a dictionary, guide cards in the catalog help the user (and the filer) go directly to the section of interest. Insert a guide card for each letter of the alphabet. As the catalog grows, add guide cards for major subject headings as well. File cards in back of the guide cards.

REFERENCES

[1] Letter from Rachel Kohl, Chairman, Library Services Committee Church and Synagogue Library Association, dated September 21, 1977.

[2] "Tell Me, Please" by Marilyn Hager. *Church Library Magazine*, vol. 7, June 1966, p. 11.

8. USING SHORTCUTS

Help for cataloging specific books is available, if you know where to find it. Printed catalog cards, commercial processing services, and other aids provide shortcuts for cataloging.

REFERENCE AIDS

American Book Publishing Record (New York, R. R. Bowker Co., monthly) lists new trade books published in the United States, with the Dewey numbers and subject headings assigned by the Library of Congress (LC). It does not cover government publications or pamphlets under 49 pages, and sometimes overlooks denominational publications because the publisher did not provide information to LC for cataloging. However, it does include the majority of new books on the market.

The main section is arranged by subject, according to Dewey Decimal classification. There are alphabetical author and title indexes in the back. Each year the monthly listings are put together in an annual cumulated volume. This makes it faster to search, if you know the year that the book was published. Most public libraries subscribe to this service.

Other aids. Look for book review sections in denominational or library periodicals, such as *Church and Synagogue Libraries* (Bryn Mawr, PA, Church and Synagogue Library Association, bimonthly). For older books, similar information is available in references usually found in the public library. Ask the public librarian for tips on sources for such information.

The public library card catalog is another aid. If the public library has the book, professional classifiers would have assigned a subject number. Check this number in your Dewey before you use it, to make sure that it places the book on the shelf where you want it in your subject scheme.

CATALOGING IN PUBLICATION

New books now have Library of Congress cataloging information printed on the back of the title page. This is called Cataloging-in-Publication. It provides the LC classification and the Dewey classification number, as well as subject headings. Juanita Carpenter calls this "one of the fine helps for church librarians." She adds,

> "You may have wondered why the Dewey number is often broken up by little diagonal marks that resemble an apostrophe. This mark is called a 'prime mark' . . . It is placed in the number to show librarians where they may properly segment it if they are using an abridged Dewey classification . . . Cut the classification number at one of the prime marks. Be sure to check your shelf list to see where you have classified like books in your church library and how many digits you previously used."[1]

CATALOG CARD SERVICES

Services are available which supply printed catalog cards, on order.

LC cards. Catalog cards are available for purchase from the Library of Congress. These printed cards have more information than the average small library needs, but they have a standard printed format and are authoritative. The cards come either as a single card or a set of duplicates. The receiving library is expected to type the call number and the added entries. However, on the bottom of the printed card both LC and Dewey numbers are suggested, along with subject headings and other added entries. An order for cards is processed more quickly if you supply the order number for the card set. This usually is printed on the back of the title page as follows: "Library of Congress Catalog Card No. 86-24135". For additional information, write to: Library of Congress, Cataloging Distribution Service, Washington, DC 20541.

Commercial services save cataloging time. While some companies offer printed card sets, others offer complete processing – cards along with labeling, pasting pockets and affixing jacket covers. Quite often these services are tied in with the purchase of books. Many of the companies offering such services deal primarily in books for school libraries and would not be expected to carry many religious titles. However, there are dealers who offer cards with or without purchases and can supply them for most of the general books in print.

In general, commercial processing services provide Dewey and Sears cataloging (the classification numbers from the abridged Dewey and the subject headings from the Sears subject heading list). Catalog-card kits include a set of catalog cards (and a shelf-list card), with call number and added entries in place at the top, plus a book card, pocket and label. Complete processing includes the catalog-card kits, plus the label on the book, book pocket pasted in place, and a jacket cover attached. Options are offered by some companies which allow you to take all or part of these services and to designate variations in the simplified Dewey call numbers, such as how many letters of the author's last name below the classification number. Typical services are listed below:

Associated Libraries, Inc.
229-33 North 63rd Street
Philadelphia, PA 19139

Cards with book orders from their catalog or book-processing kits (cards, pocket, book card and label).

The Baker & Taylor Company

Eastern Division
50 Kirby Avenue
Somerville, NJ 08876

Southwest Division
Industrial Park
Clarksville, TX 75426

Southeast Division
Commerce, GA 30529

Western Division
380 Edison Way
Reno, NY 89502

Midwest Division
Glådiola Avenue
Momence, IL 60954

This is a book-ordering service and does not issue a catalog of available titles. Card kits or complete processing services are available with orders for most books in print. Options are available. They offer either abridged Dewey and Sears, unabridged Dewey and LC subject headings, or LC classification and subject headings.

Brodart Books
Books Division
500 Arch Street
Williamsport, PA 17705

Books and processing are offered. Options includes (a) books with unfastened kits, with or without unfastened plastic jacket covers or (b) books completely cataloged and processed – shelf ready according to your specifications.

Catalog Card Corporation
1300 E. 115th Street
P.O. Box 1276
Burnsville, MN 55337-0276

Cards and labels or complete kits are offered. Options include main entry card and labels, card set (main entry, shelf list and added entries) and labels, or kits (book pocket and book card).

Follett Library Book Company
4506 Northwest Highway (Route 14 and 31)
Crystal Lake, IL 60014

Card kits or complete processing services, with books ordered from their catalog. Options available.

One must be cautious about purchasing cards with preselected classifications. What seems like a short cut might not really be one. For example, the classification numbers or the subject heading already chosen and printed on the cards might not be suitable for your collection.

AUTOMATION

Some libraries, particularly larger ones, turn to automated procedures for producing their cataloging records.

OCLC. The Online Computer Library Center (OCLC) (6565 Frantz Road, Dublin, Ohio 43017) is a centralized facility with a database of cataloging records input by member libraries. Members can obtain cataloging information by communicating with the computer terminal (something like a typewriter). Each library pays for its "online connect time" but information is transmitted in seconds. It may be displayed on a television-type screen or may be printed on an attached printer. Many larger libraries use OCLC. Soon more smaller ones will fine it economical enough to join the network.

Networks like this are growing. Once you have a terminal of your own and have access to such a network, you will be able to get complete cataloging information by typing just the International Standard Book Number (ISBN) which appears on the back of the title page. A distant computer will display for you the cataloging information. If asked, the system also will provide a complete set of tailored catalog cards for your use, and these will arrive through the mail.

Automated card production.

"There is plenty of evidence that computers are being utilized more and more to do various jobs in the congregational library" according to a 1985 article in *Church and Synagogue Libraries.*[2]

Card production. Catalog cards can be produced through automated systems. The following are examples of available systems:

- **Librarian's Helper** is a card-producing program by Jennifer Pritchett and Fred Hill, demonstrated at CSLA Annual Conferences. It produces completed cards sets, with the revised Anglo-American Cataloging Rules punctuation. Information about the system and its capabilities can be obtained from Scarecrow Press, 52 Liberty Street, Box 4167, Metuchen, NJ 08840.

- **Catalog Card Maker** is a system available from Winnebago Software Co., 109 W. Main Street, P.O. Box AD, Caledonia, MN 55921. This program formats and types cards, using both upper and lower case without the need for any modification or adapter to the Apple II plus microcomputer.

Automated catalog. The library of tomorrow will not have a card catalog at all. The library users will communicate with a microcomputer which displays on a television screen the cataloging information or a view of the complete contents of the book, page by page.

St. Andrews Presbyterian Church library in Guelph, Ontario, replaced their card catalog with a database that pro-

vides access to their collection by author, title, subject, and shelf arrangement. Librarian Ann Pennock writes:

> ". . . with a collection of 4,000 books a hard disk will be needed. The basic bibliographical information that is stored could be modified to some extent as could the categories."[3] A summary of how they did it follows.

D base III was used to create the databases and program for the church library cataloging system at St. Andrews. The complete bibliographic record consists of call number (15 spaces), author (30 spaces), title (58 spaces), publisher (20 spaces), date (4 spaces), subject code (4 spaces), subject code 2 (4 spaces), subject code 3 (4 spaces), subject code 4 (4 spaces), and entry date (5 spaces). The program runs on an IBM PC or compatible computer with 256K (256 thousand) of read-only-memory (RAM), an 80 character printer, and dual disk drive or hard disk. The catalog is a printout list. The following is an example of the author catalog:

Hill, Grace Livingston
Strange Proposal F/HIL

Hubbard, David Allan
Prayer and Personal Religion 248.32/HUB

Hunter, Christine
Annalisa 248.4/HUN

The following is an example of the title catalog:

People of the Bible 220.92/NOR
Northcott, Cecil Westminister Press 1967
1. Bible-Biography

Plain Man's Book of Prayers 242.2/BAR
Barclay, William Collins 1972
1. Prayer

Prime Rib and Apple 220.8/BRI
Briscoe, Jill Zondervan 1976
1. Women in the Bible

Commercial systems, such as the following, are available:

- **AMMS Automated Media Information System** (AMMS Company 4700 Chase Avenue, Lincolnwood, IL 60646). This system is designed specifically for media libraries. The software is compatible with IBM PC/XT, with a hard disk.

- **Professional Bibliographic System** (Personal Bibliographic Software, Inc., P.O. Box 4250, Ann Arbor, MI 48106) is a software program for use with the Apple Macintosh personal computer (PC), with a capacity of 30,000 records.

- **MicroCat** (Brodart Library Automation Division, 500 Arch Street, Williamsport, PA 17705) perates on an IBM PC/XT or AT, with 322 bytes of main memory and a hard disk. The only limit to the size of the collection the system will accomodate is the amount of disk storage available.

An annual list of library automated system vendors is published in the *Library Systems Newsletter.*[4]

REFERENCES

[1] "Prime Marks in Library of Congress Notation" by Juanita Carpenter. *Lutheran Libraries,* vol. 16, Summer, 1974, p. 59.

[2] "Computers Coming Into the Library." *Church & Synagogue Libraries,* vol. 8, March/April 1985, p. 9.

[3] Letter dated June 4, 1985, from Anne Pennock, St. Andrews Presbyterian Church, Guelph, Ontario, Canada.

[4] "Annual Survey of Library Automated System Vendors." *Library Systems Newsletter,* vol. 5, April 1985, pp. 25-32. (Library Technology Reports, American Library Association, 50 East Huron Street, Chicago, IL 60611).

9. ENCOURAGING USE OF THE CATALOG

"How do I get people to use the catalog?"

This question has been asked me more than once. Librarians put in many hours cataloging and then they see people "browsing" instead of using the catalog. Why?

From my own experience I find that some people prefer to browse unless searching for a specific title, author, series, etc., or books on a topic more specific than the general classification categories. Perhaps holding sessions with the teachers to show them how to use it effectively or listing the topics in it which relate to their teaching curriculum would help. As for the average library user, if they ask me about a certain book or topic, I generally take them to the card catalog (even if I know where to find it on the shelf) and we go through the search steps together. Hopefully, the next time they will search for themselves.

ANNOUNCE ITS AVAILABILITY

Provide written material and visual aids – road signs, so to speak – to help explain the arrangement of materials, the classification scheme and the index to the collection (the catalog).

Signs

Post signs that are attractive and easy to read (with print large enough to see from a distance). Consider the following locations:

- **Near shelving.** Post a sign that explains the overall classification scheme. Posters that explain the Dewey Decimal system are available from most of the library supply houses.

- **On sections of shelving.** Label the general collection. Place a sign on each section, such as Fiction, Non-fiction, Reference, etc.

- **On each shelf.** Label the topics, such as BIBLE, CHILD STUDY, RELIGIOUS EDUCATION, etc. Movable metal label holders that slip on the shelves are available from most library supply houses.

- **On the card catalog** (or nearby). Post a sign that tells what the catalog contains and how it is arranged.

- **Somewhere in the library** (or outside). Post a sign to remind people that you have a catalog and, if its location is not obvious, tell where it is located.

Lettering attracts attention by its size, style and background. Signs that are large and clear enough will lead a reader more quickly to his field of interest. Many arts and crafts books give instructions on how to make various types of letters, including three-dimensional effects. John Hack gives the following advice:

> "Letters must be large enough to be read and in adequate contrast to the background . . . As a general rule, the simpler the style the easier the visual will be to read. All capital, block letters in simple 'comic-strip' style are recommended as the most readable. (The letters are also the easiest for the amateur to prepare.)"

He describes various types of lettering, which include typewriter type, magnetic letters and symbols, sling-type letters, hook-and-loop materials, pin-back letters, die-cut letters, dry transfer lettering, rubber stamps, stencils and templates, as well as freehand lettering. He suggests:

> "Perhaps the simplest visual (other than the chalkboard) is made by writing on a newspaper want ad page with a shoe polish dauber. It makes a surprisingly attractive and readable visual."[2]

Catchy titles attract attention, too. Try popular phrases to identify those special shelves for study classes. Go back to your reference file of language the congregation uses. Pick out familiar phrases. Take advantage of current fads or interests. Change the signs from time to time. Look in publishers' catalogs and curriculum guides for ideas. Scan book titles too. The following are some gleaned from these sources:

Roots of Our Heritage	God's Hotline
Leadership in Action	Fighting Adversity
Teaching Kids	Status of Women
Power-packed Stories	Jobs and Careers

LABEL EVERYTHING

Use labels liberally. Make sure they are clearly legible and distinctive enough to attract attention.

Color attracts attention. It can be used effectively as an aid to identification. Joyce L. White, a professional librarian and former President of the Church and Synagogue Library Association, developed a color coding for the main Dewey classes when faced with re-cataloging a collection that had outgrown a "home made" scheme. She describes it as follows:

> **Color Coded Dewey.** A color was assigned to each of the ten basic Dewey subjects. Then all ten were treated as though they were all in the field of religion (as distinct from the 200-RELIGION class being only one of the subject

among ten). All the books were sorted and the appropriate colored tape placed across the spine. A felt tipped pen of matching color was used to draw a stripe along the top of the corresponding catalog cards. The books were shelved by color, in author sequence, with only a two-letter signal for the author's last name. All the books could be located easily and quickly. The library remained open and in use during the entire re-classification procedure. Over a period of time, the Dewey numbers gradually were added. The colored tape remained on the books as an easy, quick identification for browsing.

(For a complete listing of color-coded Dewey see box on page 6.)

PROVIDE INSTRUCTIONS

Directional cards. Place cards in the catalog itself to explain what the catalog contains and how it is arranged.

- **At the beginning of the file:** Include a card that indicates the type of materials included (such as books only, or books and non-book materials), the arrangement (such as one alphabet like a dictionary, or separate alphabets for authors, titles and subjects) and the abbreviations used on the cards (such as "ed." for editor and edition). "How to Use this Catalog" guide cards printed on heavy card stock with tabs reinforced with plastic are available from the library supply houses.

- **At the beginning of a major subject heading:** Type a card which explains what the subject does or does not cover.

- **Throughout the catalog:** Make liberal use of cross-reference cards to lead the user to a specific subject term used or to other related material.

- **In the notes on a catalog card:** Indicate where the material is filed, if other than the regular shelf arrangement. This applies to special shelf locations, such as reference and oversize collections. (Some libraries prefer to use a small stamp over the call number to indicate special locations.) This also applies to non-book materials which, because of size or packaging, requires them to be filed in closets, pull-out drawers or special cabinets.

Booklets. Issue a booklet about the library and its services. Include a section on the shelf arrangement, the classification scheme and the card catalog. For example, St. Matthew's United Methodist Church in Houston, Texas issued a booklet which included a section on "The Card Catalog" which reads as follows:

> "The card catalog is an alphabetical file on all books in the library. Each book is listed by author, title, and/or subject, in one alphabetical arrangement. There is a Card Catalog for Adults, Youth, Juniors, and Children.
>
> "If you'd like to know whether we have THE ROBE by Lloyd C. Douglas, look in the drawer labeled to include "R" (disregard A, An, The, when it is the first word of a title) and you will find it listed in its alphabetical place, and the call number or letter in the upper left corner shows where the book is located on the shelf. In this case, THE ROBE would be F Dou or Fiction."[3]

Minnesota's Hennipin County Library (Edina, MN) published a brochure called "Kid's Stuff" to show youngsters that you don't need an interpreter to go thrugh the card catalog.

> "The subject headings are oriented to children and other people . . . (the brochure) gives a sampling of Hennepin catalog subject headings. Among them: aloneness, bad luck, bullying and bullies, caring (personal quality) dognapping, doll thefts, pests (persons), temper tantrums, and wishing . . ."[4]

Bookmarks. Print (or photocopy, color and cut out) bookmarks to explain the simple rules for use on one side and to outline the classification scheme on the other. Bookmarks are useful as handouts, or they may be distributed with a morning worship bulletin.

Displays. Try featuring the card catalog in one of the library's displays.

> The students of Cardinal McClosky High School (Slingerland, New York) painted murals on the school library's walls to explain graphically the Dewey Decimal Classification. Each of the ten hundreds classes was illustrated by a caveman pondering such questions as "Who is the man in the next cave?" (300s), and "What makes things happen in the world around me?" 500s.[5]

Feature articles. Write a column for the church paper to explain what the library has, how it is arranged and how the catalog can help the parishioners use the collection. Make it light-hearted and interesting. Perhaps include a story about the minister and his wife using it successfully.

Procedures manual. Allow the library's cataloging procedures to be available to the users as well as to the workers. Let them see in greater detail just how the mate rials are handled, if they wish to pursue this.

TEACH USE OF THE CATALOG

Visit classrooms. Take the initiative with church school leaders. Approach the director of religious education and the department heads. Go armed with curriculum guides. Be prepared to show how they might tie in use of the

catalog with what the classes are studying. Create enthusiasm for what the library can do for them in teaching. When teachers become skilled in using the library, they introduce it quite naturally to their students when the need arises. Offer to visit the classes to explain use of the catalog and what can be found through its use.

Class visits to library. Coordinate with the teachers to schedule class visits to the library. Demonstrate the arrangement of materials and use of the catalog. Let the students test their ability to use it themselves. Young people are very effective teachers of each other, so try dividing the class into pairs. Give each pair a drawer from the catalog and ask them to locate answers to a list of simple questions.

Games. It's fun to learn through games. Shari Wallace, an elementary school librarian, developed an inexpensive, elementary-level card game to teach library skills. It is played, as follows:

> Cards depict major Dewey classifications as well as many of the subdivisions to demonstrate the relationship between book subjects and Dewey numbers. It can be used in three ways: as flash cards, as a search game for primary grades, and as a card game for two to six players in grades 3 to 6.[8]

A "mini-catalog" method of testing a new student's familiarity with the catalog was developed at the Middleville Junior High School (Northport, New York):

> The "mini-catalog" consists of two parts: an individual card catalog and a test based on this catalog. The "individual" card catalog was made up from catalog cards that had been withdrawn from the library's regular card catalog. These cards were duplicated to make several individual or "mini-catalogs" with author, title and subject sections. Plastic spirals held them together. The test was comprised of fifteen questions structured on a simple location basis. For example: "Give the title of a book by ___"; "What is the call number of a book on the subject of ___." Questions that arose during the taking of the test served to pinpoint individual weaknesses as well as any confusion that existed. This is something that can be done in a classroom.[7]

Puzzles were used in another experiment:

"I had been making puzzles from book jackets for some time," Maxime Cornwell reported, "and, realizing that these were more popular than books with some children, I developed the idea of using these puzzles to teach library skills. They have proven to be highly successful tools . . . to encourage students to use the catalog." She uses mat board, paint, and rubber cement (on both the board and the jacket before pasting) and lets it dry overnight. A paper cutter trims the edges and cuts vertical strips between 1" and 2" in width. These strips then are cut into straight or slanted pieces that vary in size from 1½" to 3", taking care to make sure that a part of a figure, letter or color shows on either side of a cut. All the pieces are filed in a labeled manila envelope. Younger players are asked to assemble the puzzle and then find the first letter of the author's name on the puzzle, then on the puzzle envelope, and finally to look for the book on the shelf. Older children are asked to look for more information and to check the card catalog for shelf location.[8]

Puppet shows. Try writing a script for puppets. This will hold the attention of adults as well as children to get across the story of the card catalog.

> The Minneapolis Public Library's Roosevelt Branch made a puppet that was a "talking" book catalog to instruct youngsters in the use of the library. A tape-recorder script accompanied the puppet show. A take-home cartoon sheet reinforced what the children learned during the program.[9]

Ask your public library for suggested sources of other instructional materials, such as films, filmstrips and books – for teaching use of the library.

BE ENTHUSIASTIC

Present the catalog with enthusiasm. Don't apologize for its shortcomings. Make it as neat as possible. Have clean, legible labels and guide cards. Retype rather than file cards with typos. Provide clear, simple instructions for use.

Let the catalog convince each parishioner that you have a collection of books and other materials that he needs and wants, to enrich his spiritual life, to increase his knowlege and understanding of the Bible, to help him lead his family in the way of the faith, and to prepare him for his work in the congregation. Let it identify easily where specific items are shelved – as a road map to the collection. Reinforce the catalog by posting directional signs and shelf markers, teaching use of the catalog, and involving others in its development and nurture. That's what cataloging is all about.

REFERENCES

[1] "Libraries Need Weeding and Feeding" by Juanita Carpenter. *Lutheran Libraries*, vol. 17, Summer 1975, p. 55.

[2] Hack, John, *How to Make Audiovisuals*. Nashville, TN: Convention Press, 1973, pp. 23-36.

[3] *St. Matthew's United Methodist Church Library*. Houston, TX: St. Matthew's United Methodist Church, no date, p. 5.

[4] "Kid Stuff: Catalogs are for Youngsters Too." *Library Journal*, v. 103, March 1, 1978, p. 504.

[5] "Classification Information." *Wilson Library Bulletin*, vol. 49, October 1974, p. 131.

[6] "Buyer's Guide" by Thomas W. McConkey. *Library Journal*, vol. 103, January 1, 1978, p. 83.

[7] "Card Catalog Teaching Aid" by Sylvia Heitert. *School Library Journal*, vol. 98, September 15, 1973, p. 44.

[8] "Puzzle Catalog" by Maxine Cornwell. *Library Journal*, vol. 99, April 15, 1974, p. 1203.

[9] "Library Display." *Wilson Library Bulletin*, vol. 49, November 1974, p. 214.

BEST COPY AVAILABLE

APPENDIX A – CATALOGING TERMS

Accessioning: The process of recording new additions to the collection in a record book, as property. The record book is called an **accession book.** The items are numbered in sequence as they are entered into the book and these are the **accession numbers.**

Added entry: A card in the catalog which is a copy of the main card with additional information, such as title, joint author's name or subject, inserted at the top. The information added at the top makes the card file alphabetically in another location in the catalog.

Analytic entry: A card in the catalog for a part of a book, such as a short story or poem in a collection, or a chapter or part of a chapter not covered by a subject heading and of sufficient importance to identify in the catalog. The analytic entry also is an added entry.

Annotation: A brief description or reivew of the contents of a book or other media item.

Anonymous: Without a name, such as a book with no identified author. Stories which have passed down from generation to generation often have no author and these are called **anonymous classics.**

Author entry: A card in the catalog with the author's name as the top line. Usually the author entry is the main entry.

Author symbol: One or more letters of the author's last name or the first letter and numbers that represent the name. The author symbol is added below the classification number to form a call number.

Authority file: A record of names, subject headings or abbreviations as they are to be used in the catalog, to assure consistency in cataloging. For example, a subject-heading list is an authority file, whether you compile your own or use one someone else has published.

Bibliography: A list of references to library-type material which identifies author, title, place, publisher, date and sometimes pages.

Book card: The circulation card which generally is inserted in a **book pocket** pasted inside the back cover. This card is used to record the date of circulation and the name of the borrower.

Book selection: The process of choosing books to be added to a library collection.

Building a catalog: The process of preparing cards that describe library materials and interfiling them in a catalog according to a pre-designed plan. The catalog is "built" as more and more cards are filed into it.

Call number: A number which identifies a specific shelf location for a book or other item. Usually it is made up of a subject classification number and an author symbol.

Card set: All the cards that describe one book or other media item. A card set consists of the main-entry card and all added entries, which are listed in the tracing.

Classification number: A number that represents a subject.

Classifying: The process of determining the subject of a book or other item and assigning a classification number or subject heading to represent the subject.

Copyright: A protection granted by law against unauthorized copying of an original work which has been registered with the U.S. Copyright Office. The **copyright date** is the date that the copyright was granted by the government and usually appears on the back of the title page.

Entry: The first line on a catalog card. The entry determines where the card will be filed in the catalog.

Guide card: A card in the catalog with a labeled tab that stands above the other cards to indicate the alphabetical cards that follow it. A guide card might show a letter of the alphabet or a subject. In the shelf-list file, the guide cards indicate numbers.

Holdings: What the library has (or holds) in the collection.

Imprint: The place of publication, publisher's name and date of publication is called the imprint. Usually, the publisher's name and location are printed on the title page. The date most often is on the back of the title page.

Indention; The number of typewriter spaces from the left edge of the card where the typing begins. For example, the **first indention** might be nine spaces, the **second indention** eleven spaces, and the **third indention** thirteen spaces.

Index: A detailed listing of topics covered in the book, usually arranged alphabetically with references to pages in the book.

Jacket: A paper cover folded around a new book's cover to protect it from dust and handling. The attractive color, printing and design of a jacket often help to promote sale of the book as well.

Jacket blurb: A brief description or review of a book and/or the author's background, printed usually on the inside flaps or on the back of a dust jacket.

Main entry: The first line of information on the main card, or the basic card from which all others are copied.

Medium designator: A word or words used to describe non-books. For example: filmstrip, record, game, kit, etc.

Open entry: A card in the catalog that provides a place for new issues and volumes to be added as they are received.

Prime mark: A mark like an apostrophe; used by the Library of Congress to indicate where a Dewey Decimal number should be cut to make it shorter and simpler.

Reprint: A republication of a book in facsimile, or with very minor changes such as correction of typographical errors; not a new edition.

Revised edition: A new edition; a new printing of a book with major changes, such as rewritten sections, addition of material, new illustrations. or a changed title.

"See also" reference; A direction card in the catalog that refers from a name or subject heading that is used to another related one, from something to something more.

"See" reference: A direction card in the catalog that refers from a name or subject that is not used to one that is, from nothing to something.

Series entry: A card in the catalog for the series, a name under which different books (which may or may not be related) are sometimes published.

Shelf list: A list of books arranged according to the way the material appears on the shelf; usually copies of the main-entry catalog cards with accession numbers added to show how many copies are in the library collection.

Spine: The part of the book binding which conceals the sewn or bound edges of the pages, usually bearing the title and author's name; the part of the book that is visible when lined up side by side on a shelf.

APPENDIX B – THE DEWEY 200 CLASS

The first three subdivisions of the Dewey 200 – RELIGION class are as follows:

200 – RELIGION (general works)
- 201 – PHILOSOPHY, THEORIES
- 202 – HANDBOOKS AND OUTLINES
- 203 – DICTIONARIES AND ENCYCLOPEDIAS
- 204 – ESSAYS AND LECTURES
- 205 – PERIODICALS
- 206 – ORGANIZATIONS AND SOCIETIES
- 207 – STUDY AND TEACHING (seminaries, etc.)
- 208 – COLLECTIONS
- 209 – HISTORY OF RELIGION

210 – NATURAL THEOLOGY
- 211 – DEISM, ATHEISM, THEISM
- 212 – PANTHEISM, THEOSOPHY
- 213 – CREATION
- 214 – THEODICY
- 215 – RELIGION AND SCIENCE
- 216 – GOOD AND EVIL, DEPRAVITY
- 217 – WORSHIP, PRAYER (philosophy of)
- 218 – IMMORTALITY, ETERNITY
- 219 – ANALOGY

220 – BIBLE
- 221 – OLD TESTAMENT
- 222 – HISTORICAL BOOKS
- 223 – POETIC BOOKS
- 224 – PROPHETIC BOOKS
- 225 – NEW TESTAMENT
- 226 – GOSPELS AND ACTS
- 227 – EPISTLES
- 228 – APOCALYPSE, REVELATION
- 229 – APOCRYPHA AND PSEUDEPIGRAPHA

230 – SYSTEMATIC OR DOCTRINAL THEOLOGY
- 231 – GOD
- 232 – JESUS CHRIST, CHRISTOLOGY
- 233 – MAN
- 234 – SOTERIOLOGY
- 235 – SAINTS, ANGELS, DEVILS
- 236 – ESCHATOLOGY
- 237 – FUTURE LIFE
- 238 – STATEMENT OF FUNDAMENTAL RELIGIOUS BELIEF
- 239 – APOLOGETICS

240 – DEVOTIONAL THEOLOGY
- 241 – MORAL THEOLOGY
- 242 – MEDITATION
- 243 – EVANGELISTIC WRITINGS
- 244 – STORIES, ALLEGORIES, SATIRES
- 245 – HYMNOLOGY
- 246 – CHRISTIAN SYMBOLISM
- 247 – ESTHETICS IN THE CHURCH
- 248 – PERSONAL RELIGION
- 249 – FAMILY DEVOTIONS

250 – PASTORAL THEOLOGY
- 251 – HOMILETICS
- 252 – SERMONS
- 253 – PASTOR
- 254 – CHURCH ADMINISTRATION
- 255 – BROTHERHOODS, SISTERHOODS
- 256 – SOCIETIES FOR PARISH WORK
- 257 – PARISH EDUCATIONAL WORK
- 258 – SOCIAL WELFARE WORK OF CHURCH
- 259 – GROUP ORGANIZATIONS AND LEADERSHIP

260 – ECCLESIASTICAL THEOLOGY
- 261 – CHRISTIAN SOCIAL THEOLOGY
- 262 – CHURCH GOVERNMENT
- 263 – CHRISTIAN SABBATH
- 264 – PUBLIC WORSHIP
- 265 – SACRAMENTS
- 266 – MISSIONS
- 267 – ASSOCIATIONS
- 268 – CHURCH SCHOOLS, RELIGIOUS EDUCATION
- 269 – REVIVALS, RETREATS, PARISH MEETINGS

270 – GENERAL HISTORY OF THE CHRISTIAN CHURCH
- 271 – RELIGIOUS ORDERS
- 272 – PERSECUTIONS OF CHRISTIANS
- 273 – HERESIES
- 274 – GENERAL CHURCH HISTORY OF EUROPE
- 275 – GENERAL CHURCH HISTORY OF ASIA
- 276 – GENERAL CHURCH HISTORY OF AFRICA
- 277 – GENERAL CHURCH HISTORY OF NORTH AMERICA
- 278 – GENERAL CHURCH HISTORY OF SOUTH AMERICA
- 279 – GENERAL CHURCH HISTORY OF OCEANIA, POLAR REGIONS

280 – CHRISTIAN CHURCHES AND SECTS
- 281 – PRIMITIVE AND ORIENTAL CHURCHES
- 282 – ROMAN CATHOLIC CHURCH
- 283 – ANGLICAN AND AMERICAN PROTESTANT EPISCOPAL CHURCH
- 284 – PROTESTANTISM
- 285 – PRESBYTERIAN, REFORMED, CONGREGATIONAL
- 286 – BAPTIST, IMMERSIONIST
- 287 – METHODIST
- 288 – UNITARIAN
- 289 – OTHER CHRISTIAN SECTS

290 – NON-CHRISTIAN RELIGIONS
- 291 – COMPARATIVE AND GENERAL MYTHOLOGY
- 292 – GREEK AND ROMAN RELIGION AND MYTHOLOGY
- 293 – TEUTONIC AND NORTHERN RELIGION AND MYTHOLOGY
- 294 – BUDDHISM, BRAHMANISM, HINDUISM
- 295 – NON-SEMITIC ASIATIC RELIGIONS
- 296 – JUDAISM
- 297 – MOHAMMEDANISM
- 298 –
- 299 – OTHER NON-CHRISTIAN RELIGIONS

APPENDIX C – SAMPLE CARDS

SAMPLE CARD SET

Author card:

```
241       Shaeffer, Edith.
Sch         Lifelines:  the Ten Commandments for
          today.  Crossway Books, c1982.
```

Tracing (back of author card):

```
t.
TEN COMMANDMENTS
```

Title card:

```
          Lifelines
241       Schaeffer, Edith.
Sch         Lifelines:  the Ten Commandments for
          today.  Crossway Books, c1982.
```

Subject card:

```
          TEN COMMANDMENTS
241       Schaeffer, Edith.
Sch         Lifelines:  the Ten Commandments for
          today.  Crossway Books, c1982.
```

MAIN ENTRY

Author (person):

```
242       Gordon, Arthur.
Gor         Through many windows.  Revell, c1983.
```

Biography:

```
B         Gentz, William H.
PotG        The world of Philip Potter.  Friend-
          ship, c1974.
```

Bound with another book:

```
F         Hill, Grace Livingston.
Hil         The man of the desert.  Revell,
          c1982.

            Bound with:  An unwilling guest, by
          Grace Livingston Hill.  Revell, c1982.
```

```
F         Hill, Grace Livingston.
Hil         The unwilling guest.  Revell, c1982.

            Bound with:  Livingston, G. L.  The
          man of the desert.
```

(Second main entry card, with call number of first)

BEST COPY AVAILABLE

Clipping, with author:

```
VF      Valente, Judity.
          Hanukah; young celebrate ancient
        rite. (newspaper clipping) The Wash-
        ington Post, December 5, 1977.

          With pictures.
          Filed in vertical file under HANUKAH.
```

Compound surname:

```
B       Ten Boom, Corrie.
Ten       In my father's house. Revell, c1967.
```

Editor, as author:

```
220     Sims, Albert E.     ed.
Sim       Who's who in the Bible. Ed. by the
        Rev. Albert E. Sims and the Rev. George
        Dent. Philosophical Library, c1960.
```

Editor, NOT as author:

```
242     Trueblood, Elton.
Tru       The meditations of Elton Trueblood.
        Ed. by Stephen R. Sebert and W. Gordon
        Ross. Harper & Row, c1975.
```

Forename:

```
248     Francis de Sales, Saint.
Fra       Introduction to the devout life. Rev.
        ed. Doubleday, c1972.
```

Joint author:

```
231     Robertson, Pat.
Rob       The secret kingdon, by Pat Robertson
        and Bob Slosser. Nelson, c1982.
```

Pamphlet author:

```
VF      Ott, Helen Keating.
          Helping children through books; a
        selected booklist for the seventies.
        (pamphlet) Church and Synagogue
        Library Association, 1974.

          Filed in vertical file under
        CHILDREN'S LITERATURE.
```

Conference:

```
262     United Methodist Church, Baltimore
Uni       Annual Conference, Towson, MD, 1984.
            Minutes of the special session.
          Towson United Methodist Church,
          Towson, MD, September 29, 1984.
          TM/UMR Productions, 1984.
```

Corporate author, association:

```
220     National Geographic Society.
Nat       Everyday life in Bible times. Nation-
        al Geographic, c1967.
```

Corporate author, government agency:

```
641     U.S. Department of Agriculture. Human
Uni       Nutrition Research Branch.
            Recipes for quantity service. GPO,
          1954.
```

Open entry:

```
283     Episcopal Church annual. Morehouse-
Epi       Barolow,

          Annual.
          Library has
        1980      1983      1986
        1981      1984
        1982      1985
```

Periodical (as author):

```
j200    Life (periodical).
 Lif      The world's great religions. Young
        reader's ed. Golden Press, c1967.
```

Periodical:

```
Per.    Media; library services journal.
          (periodical) Sunday School Board,
          Southern Bapitst Convention.

          Quarterly.

          Preceded by Church library magazine.
          Filed on periodical shelf.
```

Sacred book:

```
225     Bible. New Testament.
Bar       The New Testament; a new translation
        by William Barclay. Collins, c1969.

          2v.

          Contents: v.1, The Gospels and the
        Acts of the Apostles; v.2, the
        Letters and the Revelation.
```

Title main entry (without author):

```
423     College dictionary.  Rev. ed.  Random
Col       House, c1982.
```

Title main entry (compilation):

```
296     The Hanukkah anthology.  Comp. by
Han       Philip Goodman.  Jewish Publication
        Society, c1976.
```

ADDED ENTRIES

Compiler:

```
          Zulke, Frank.     comp.
300     Through the eyes of social science.
Thr       Comp. by Frank Zulke.  Kendall Hunt,
        c1976.
```

Editor:

```
          Russell, A. J.     ed.
242     God calling, by two listeners.  Ed. by
God       A. J. Russell.  Revell, 1982.
```

Illustrator:

```
          Rockwell, Norman.     Illus.
234     Bauer, Fred.
Bau       The faith of America.  Illus. by
        Norman Rockwell.  Guideposts, 1980.
```

Joint author:

```
          Morrison, Douglas A.     jt. auth.
248     McNeil, Donald P.
McN       Compassion; a reflection on the
        Christian life, by Donald P. McNeil,
        Douglas A. Morrison and Henry J. M.
        Nouwen.  Doubleday, c1982.
```

Series:

```
          Butterfly books
J       Gurley, Jayne.
Gur       The birthday wish.  Illus. by Tom
        Masterson.  Revell, c1975.

          Butterfly books (series)
```

Subject:

```
          CHRISTIAN LIFE - FICTION
F       Gobbell, Phyllis C.
Gob       In search of a quiet place.  Broad-
        man, c1986.
```

Title:

```
          If God cares, why do I still have
            problems?
248     Ogilvie, Lloyd J.
Ogi       If God cares, why do I still have
        problems?  Word Books, c1985.
```

Title abbreviated:

```
          Pilgrim's progress.
F       Bunyan, John.
Bun       The pilgrim's progress from this
        world to that which is to come; with
        an introduction by Samuel McChord
        Crothers.  Scribner's, c1918.
```

Title sub-title:

```
          Making the most of life's second half.
248     Maves, Paul B.
Mav       Faith for the older years; making
        the most of life's second half.  Augs-
        burg, c1986.
```

Title (or subtitle) on cover or jacket:

```
          Daily meditations on the Sermon on
            the Mount.
242     Shepherd, J. Barrie.
She       Payers from the Mount.  Westminster,
        c1986.

          Cover sub-title:  Daily meditations
        on the Sermon on the Mount.
```

Translator:

```
          Barclay, William.     trans.
226     Bible.  N.T.  Acts.
Bar       The Acts of the Apostles.  Trans.
        with an introduction and interpretation
        by William Barclay.  Rev. ed. Westmin-
        ster, c1976.
```

Analytic: subject:

```
          LAKE OF GALILEE p.110:
915     Hollis, Christopher.
Hol       Holy places; Jewish, Christian and
        Muslim monuments in the Holy Land.
        Praeger, c1969.

          Contents:  Jewish holy places.-
        Christian holy places.-The Lake of
        Galilee,-and others.
```

Analytic: title:

```
          Rock of ages p.259:
783     Reynolds, William Jensen.
Rey       A survey of Christian hymnody.  Holt,
        Rinehart & Winston, c1963.

          Contains illustrative hymns with
        music:  Amazing grace.-Lead kindly
        light.-Rock of ages.-and others.
```

Contents:

```
920     Eisenhower, Julie, Nixon.
Eis       Special people.  Simon & Schuster,
        c1977.

          Contents:  Golda Meir.-Ruth Bell
        Graham.-Charles, Prince of Wales.-Anne
        Morrow Lindberg.-Mao Tse-tung.-Mamie
        Doud Eisenhower.
```

Frequency and holdings:

```
R
016     Audio-visual resources guide.  Friend-
Aud       ship.

          Irregular.
          Library has

        9th ed. 1972
```

Series and age group:

```
J       Gurley, Jayne.
Gur       The birthday wish.  Illus. by Tom
        Masterson.  Revell, c1975.

          Butterfly books (series).
          Grades 1-5.
```

Summary:

```
B       Hindman, Jane F.
Neu       An ordinary saint; the life of John
        Neumann.  Arena Lettres, c1977.

          Summary:  A biography of the Bishop
        renowned for his good deeds who was
        proclaimed a saint in 1977.
```

Title change:

```
025     Media; library services journal. (Per-
          iodical)  Sunday School Board, South-
          ern Baptist Convention.

          Quarterly.

          Preceded by Church library magazine.
```

Cover title:

```
225     Bible.  N.T.
Dar       The New Testament of our Lord and
        Savior Jesus Christ.  Ed. by Gilbert
        Darlington.  Am. Bible Soc., 1955.

          Cover title:  Good news.
```

Jacket sub-title:

```
649     Sloane, Valerie.
Slo       Creative family activities.  Abing-
        don, c1976.

          Jacket sub-title:  Living, loving
        and learning together.
```

EXAMPLES OF CROSS REFERENCES

"See" Reference (from nothing to something):

```
          CHILD PSYCHOLOGY

            see

          CHILD STUDY
```

```
          CHRISTIAN HERALD

            see

          current periodical shelf
```

"See Also" reference (from something to something more)

```
          APOSTLES

            see also

          names of individual apostles, ie.
          MATTHEW, SAINT.
```

EXAMPLES OF SHELF LIST CARDS

Individual book:

```
248     Jenkins, Peter.  The road unseen, by
Jen       Peter and Barbara Jenkins.  Nelson,
        c1985.

1524  March 25, 1986
```

Multi-volume set:

```
R
220     Interpreter's dictionary of the Bible.
Int       Ed. by George Arthur Buttrick and
          others.  Abingdon, c1962.

          4v.

325  v.1  July 31, 1979
326  v.2  July 31, 1979
327  v.3  July 31, 1979
328  v.4  July 31, 1979
762  Suppl.  December 12, 1980
```

Periodical (bound):

```
R
050     The messenger.  (periodical)  Bethesda
Mes       United Methodist Church.


1917  1960-1964  May 17, 1965
2156  1965-1969  September 14, 1970
2357  1970-1974  March 25, 1980
2613  1975-1979  October 18, 1980
3076  1980-1984  August 10, 1985
```


BEST COPY AVAILABLE

APPENDIX D – RESOURCES

ABRIDGED DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX, by Melvil Dewey. 11th ed. Albany, NY, Forest Press, 1979.

AKERS SIMPLE LIBRARY CATALOGING. 7th ed. Metuchen, NJ, Scarecrow Press, 1984.

AMERICAN BOOK PUBLISHING RECORD (Periodical) New York, NY, R. R. Bowker Company, monthly. (Annual cumulations available)

CLASSIFYING CHURCH OR SYNAGOGUE LIBRARY MATERIALS, by Dorothy Kersten. (CSLA Guide No. 7) Bryn Mawr, PA, Church and Synagogue Library Association, 1978.

COMMONSENSE CATALOGING, by Esther J. Piercy. Bronx, NY, H. W. Wilson Company, 1983.

SEARS LIST OF SUBJECT HEADINGS. 13th ed. Bronx, NY, H. W. Wilson Company, 1986.

SUBJECT HEADINGS FOR CHURCH OR SYNAGOGUE LIBRARIES, Rev. ed. by Dorothy Kersten. (CSLA Guide No. 8) Bryn Mawr, PA, Church and Synagogue Library Association, 1984.

INDEX

Accessioning, 16, 18-19, 22; sample cards, 36
Added copies, 19; sample cards, 36
Added entries, 16-17; 20-22; sample cards, 35
Age group notes, 22; sample card, 36
Aids for classification, 19, 25
Allen, Charlotte, 12
AMMS Automated . . . System, address, 27
Analytics, 17, 22; sample cards, 35
Anderson, Jacqulyn, 9
Articles for publication, 29
Associated Libraries, Inc., address, 26
Association of Jewish Libraries, address, 9
Authors, 15, 19, 21-22, 27; sample cards, 33-34
Author symbols, 20-21, 29
Authority files, 16
Automated card production, 26
Automated catalogs, 26-27

Baker & Taylor Company, address, 26
Biographies, 8, 20, 23; sample cards, 33-34, 36
Book cards, 14, 22
Book catalogs, 10, 27
Booklets, 29
Bookmarks, 29
Bound with, sample cards, 33
Brodart Books, address, 13, 26
Burke Avenue Chapel, Seattle, WA, 11

Call numbers, 20-23
Card catalogs, 10, 19
Card sets, 21; sample cards, 33
Cardinal McClosky High School, Slingerland,NY, 29
Carpenter, Juanita, 17, 25, 27, 30
Catalog Card Corporation, address, 26
Catalog Card Maker, address, 26
Catalog cards, 13-14, 21-22
Catalogers, 11-12
Cataloging in Publication, 19, 25
Children's books, 8, 20, 23; sample cards, 34-36
Christ Episcopal Church, Oil City, PA, 11
Church and Synagogue Library Association, 10, 12, 25, 28; address, 12
Church Library Council, 12
Class visits to library, 30
Classification, 7-9, 19-20, 28-29
Clippings, sample card, 34
Color Coded Dewey, 28-29; listing, 6
Commercial services, 25-27
Compilers, sample card, 35
Compound surnames, 15; sample card, 34
Conferences, sample card, 34
Contents notes, sample cards, 34-36
Cornwell, Maxine, 30
Corporate authors, sample card, 34
Cover titles, sample card, 35-36
Cross references, 17

Dates, 16, 21-22
Date slips, 14, 22-23
Demco, Inc., address, 13
Dewey Decimal Classification, 7-8, 19, 28-29
Dietz, Edith, 11
Directional cards, 29
Directions for use, 12
Displays, 29
Dotts, Maryann J., 12
Dummy markers, 23

Editions, 15-16
Editors, sample cards, 34-35

Fiction, 8, 20, 23; sample cards, 33, 35
Filing, 23-24; rules, 24
First Lutheran Church, Ellicott City, MD, 11
Follett Library Book Company, address, 26
Forenames, 15; sample card, 34

Games, 30
Gaylord Brothers, Inc., address, 13
Gifts, 6
Government agencies, sample card, 34
Guide cards, 14, 24

Hack, John, 28, 30
Hager, Marilyn, 23-24
Hammargren, Betty Lou, 15, 17
Hawthorne (NJ) Gospel Church Library, 12
Heitert, Sylvia, 30
Hennepin County (MN) Public Library Association, 11
Hennepin County Library, Edina, MN, 29
Highsmith Co., Inc., address, 13
Holdings, 16, 19-20; sample cards, 34, 36

Illustrators, sample card, 35
Imprint, 16, 21
Indentions, 21
Indexes, 9

International Standard Book Numbers, 19
Introductions, 19; sample cards, 35
ISBN, 19

Jacket blurbs, 9, 19
Jacket covers, 14, 23
Jacket titles, sample card, 36
John, Erwin E., 7, 9
Joint authors, 15, 21; sample cards, 34-35
Juvenile books, 8, 20, 23; sample cards, 34-36

Kanwischer, Dorothy, 17
Kohl, Rachel, 22, 24

Labels, 14, 23, 28-29
LC cards, 19, 25
Lettering, 23, 28
Librarians Helper, address, 26
Library of Congress cards, 19; address, 25
Library of Congress scheme, 8-9, 19
Library supply dealers, 13

Main entries, 15-16, 19, 21. See also sample cards
McConkey, Thomas W., 30
MicroCat, address 27
Middleville Junior High School, Northport, NY, 30
Minneapolis (MN) Public Library, Roosevelt Branch, 30
Mount Olivet Lutheran Church Library, Minneapolis, MN, 7

Non-fiction, 23
National Foundation for Jewish Culture, 9
Notes, 19, 21; sample cards, 36
Nuns, 15

OCLC, 26; address, 26
Open entries, 16, 20; sample cards, 34, 36
Opening a book, 18
Oversize books, 23
Ownership, 18

Pamphlets, sample card, 34
Payne, Mrs. Herbert M., 12
Pennock, Ann, 27
Periodicals, 14, 18; sample cards, 34, 36
Permanence, 6
Pockets, 14, 22-23
Popes, 15
Porter, Sabrina, 12
Prefaces, 19
Procedures manuals, 12, 29
Professional Bibliographic System, address, 27
Publishers, 16, 21-22
Puppet shows, 30
Purchases, 6
Puzzles, 30

Reader interest schemes, 7
Reference books, 23; sample card, 36
Retail stores, 14

Sacred books, 21; sample cards, 34, 36
St. Andrews Presbyterian Church, Guelph, Ontario, 26
St. Matthews United Methodist Church, Houston, TX, 29
Saints, 15
Screening materials, 6
See references, 17; sample cards, 36
See also references, 17; sample card, 36
Series, sample cards, 35-36
Shelf list cards, 20, 22; filing, 24; sample cards, 36
Shelving, 23
Signs, 28-29
Spacing on cards, 21
Stamping library name, 14, 18
Statistics, 12, 22
Subjects, 9, 19-20; entries, 16-17, 20; sample cards, 33, 35
Summary notes, 19; sample card, 36
Sunday School Board of the Southern Baptist Convention, address, 12
Supplies, estimating, 13

Tables of contents, 9, 19
Titles, 9, 15, 19-23, 27; sample cards, 33, 35
Title changes, sample cards, 34, 36. See also editions.
Titles, personal, 15
Toomey, Alice, F., 10, 12
Tracing, 21; sample card, 33
Training, 12
Translators, 21; sample card, 35
Typing cards, 21-22

United Methodist Church, Church Library Service, address, 12
University of Utah, Salt Lake City, UT, address, 12
University Products, Inc., address, 13

Vertical files, sample cards, 34
Visits to classrooms, 29-30
Volumes, 16, 20; sample cards, 34, 36
Volunteers, 12

INDEX *(continued)*

Washington (DC) Hebrew Congregation Library, 10
Weine classification, 9
White, Joyce L., 10, 12, 28-29
Withdrawing a book, 18
Work cards, 19, 20

CSLA GUIDE SERIES

CSLA Guide No. 1 (Rev. ed.)—SETTING UP A LIBRARY: HOW TO BEGIN OR BEGIN AGAIN. by Ruth S. Smith. 1987. 23p. Paper-bound. ISBN 0-915324-16-4.

CSLA Guide No. 2 (Rev. 2nd ed.)—PROMOTION PLANNING ALL YEAR 'ROUND. by Claudia Hannaford and Ruth S. Smith. 1982. 52p. Paperbound. ISBN 0-915324-09-1.

CSLA Guide No. 3 (Rev. ed.)—WORKSHOP PLANNING. by Ruth S. Smith. 1979. 65p. Paperbound. ISBN 0-915324-15-6.

CSLA Guide No. 4 (3rd Rev. ed.)—SELECTING LIBRARY MATERIALS. by Arthur W. Swarthout. 1986. 16p. Paperbound. ISBN 0-915324-07-5.

CSLA Guide No. 5 — CATALOGING MADE EASY. by Ruth S. Smith. 1987. 40p. Paperbound. ISBN 0-915324-25-3.

CSLA Guide No. 6 — STANDARDS FOR CHURCH AND SYNAGOGUE LIBRARIES. 1977. 20p. Paperbound. ISBN 0-915324-12-1.

CSLA Guide No. 7 (Rev. 2nd ed.)— CLASSIFYING CHURCH OR SYNAGOGUE LIBRARY MATERIALS. by Dorothy B. Kersten. 1990. 20p. Paperbound. ISBN 0-915324-29-6

CSLA Guide No. 8 (Rev. 2nd ed.) — SUBJECT HEADINGS FOR CHURCH OR SYNAGOGUE LIBRARIES. by Dorothy B. Kersten. 1990. 48p. Paperbound. ISBN 0-915324-30-X

CSLA Guide No. 9 — A POLICY AND PROCEDURE MANUAL FOR CHURCH AND SYNAGOGUE LIBRARIES. by G. Martin Ruoss. 1980. 14p. Paperbound. ISBN 0-915324-17-2.

CSLA Guide No. 10 — ARCHIVES IN THE CHURCH OR SYNAGOGUE LIBRARY. by Evelyn R. Ling. 1981. 24p. Paperbound. ISBN 0-915324-18-0.

CSLA Guide No. 11 — PLANNING BULLETIN BOARDS FOR CHURCH AND SYNAGOGUE LIBRARIES. by Janelle A. Paris. 1984. 48p. Paperbound. ISBN 0-915324-20-2.

CSLA Guide No. 12 — GETTING THE BOOKS OFF THE SHELVES: MAKING THE MOST OF YOUR CONGREGATION'S LIBRARY. by Ruth S. Smith. 1985. 40p. Paperbound. ISBN 0-915324-22-9.

CSLA Guide No. 13 — THE ABC'S OF FINANCING CHURCH AND SYNAGOGUE LIBRARIES: ACQUIRING FUNDS, BUDGETING AND CASH ACCOUNTING. by Claudia Hannaford. 1985. 36p. Paperbound. ISBN 0-915324-23-7.

CSLA Guide No. 14 — RECRUITING AND TRAINING VOLUNTEERS FOR CHURCH AND SYNAGOGUE LIBRARIES. by Lorraine E. Burson. 1986. 32p. Paperbound. ISBN 0-915324-24-5.

CSLA Guide No. 15 — PROVIDING REFERENCE SERVICE IN CHURCH AND SYNAGOGUE LIBRARIES. by Jennifer Pritchett. 1987. 60p. Paperbound. ISBN 0-915324-26-1.

CSLA Guide No. 16 — THE BIBLE IN CHURCH AND SYNAGOGUE LIBRARIES. by William H. Gentz. 1989. 26p. Paperbound. ISBN 0-915324-27-X.

OTHER CSLA PUBLICATIONS

CHURCH AND SYNAGOGUE LIBRARY RESOURCES 4th ed. A CSLA Bibliography. by Rachel Kohl and Dorothy Rodda. 1984. 20p. Paperbound. ISBN 0-915324-08-3.

HELPING CHILDREN THROUGH BOOKS: A SELECTED BOOKLIST. Rev. 3rd ed. A CSLA Bibliography. by Patricia Pearl. 1990. 24p. Paperbound. ISBN 0-915324-28-8.

A BASIC BOOK LIST FOR CHURCH LIBRARIES. 3rd Rev. ed. A CSLA Bibliography. by Bernard E. Deitrick. 1988. 16p. Paperbound. ISBN 0-915324-10-5.

KNOW YOUR NEIGHBOR'S FAITH. A CSLA Bibliography. by Bernard E. Deitrick. 1983. 16p. Paperbound. ISBN 0-915324-19-9.

RELIGIOUS BOOKS FOR CHILDREN: AN ANNOTATED BIBLIOGRAPHY. Rev. ed. A CSLA Bibliography. by Patricia Pearl. 1988. 40p. Paperbound. ISBN 0-915324-21-0.

THE FAMILY USES THE LIBRARY. A CSLA Leaflet. 2nd ed. 1977. 4p.

THE TEACHER AND THE LIBRARY — PARTNERS IN RELIGIOUS EDUCATION. A CSLA Leaflet. Rev. 1989. 4p.

For prices and quantity discounts on all publications, write:

CSLA. P.O. Box 19357, Portland, OR 97219